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ABSTRACT

In order to develop teacher and administrator evaluation systems based on specific measurable criteria, a research population of three groups (full-time students, teachers, and administrators) was drawn from the 57 North Carolina technical institutes and community colleges. Random samples selected from 16 institutions were surveyed, with findings based on responses from 181 students, 150 teachers, and 92 administrators. From field testing of the evaluation instruments at six institutions it was concluded that the evaluation criteria developed were valid. Survey results indicated that generally attitudes of all three groups toward evaluation were not favorable. Teachers held the lowest attitude while administrator attitude was the most favorable. It was felt that the low level of attitude was due to the evaluation systems currently in use. Each group felt that evaluation of a teacher's or an administrator's effectiveness should be based on a combination of information sources. Teachers and administrators agreed on how often evaluation should be conducted and that the time should be determined by the institution. They also responded positively to all the criteria listed for both groups and were fairly close in their rankings of both sets of criteria. Included in the report are literature reviews on both teacher and administrator evaluation and the teacher and administrator evaluation forms developed. Detailed responses are presented in narrative and tabular form. Appended are the 11 evaluation forms used in the study including the survey instrument, teacher and administrator opinionnaire, student evaluation forms, teacher and administrator self-evaluation forms, and evaluation forms for chairman, peer, and staff. (MF)

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THE DEVELOPMENT AND TESTING OF A CRITERION REFERENCED EVALUATION SYSTEM FOR FACULTY AND ADMINISTRATORS IN TECHNICAL INSTITUTES/COMMUNITY COLLEGES

OCT 20 19

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Occupational Research Unit

Raleigh 27611

Students the Focus

Past, present, and future are all embodied in students.

THE end is contained in the means. The fact that the talents a person has, the opportunities, have implications, expectations, is easy to ignore, or never learn. Yet as eyes are made for seeing, so is a person made for being and becoming. Each life has a destiny. To ignore it is to mock what might be. To pursue it is in some measure to demonstrate human potential. It may fill a long life to do this. But the good who die young may already have done so.

Universities exist to serve mankind, universal mankind, directly and/or indirectly, each and every one. The primary purpose of universities is to inspire and guide students in the fulfillment of their individual destinies. Universities are not merely havens where scholars may warm themselves in an atmosphere of erudition, admire each other in display of intellectual achievement. Such centrifugal enjoyments are good, but they lead nowhere beyond themselves. Profound researchers have their day, but it is a barren day if it ends only on library shelves.

The life of the intellect ought not to end so. It should be a march. It should move on, beyond itself and into the future. It should be timeless, instinct with past as well as present and supremely with future.

And past, present, and future are all embodied in students. Students are the focus of the true academic life. It is for them that universities exist. Not to indulge or coddle them. Their lives must not be centrifugal either. They need to be stirred to the joys of the life of the mind, as it has been from the beginning, is now, and ever shall be.

Shall be, that is, if each generation of students are truly thus awakened, guided, and dedicated as bearers and exemplars of their individual portions of that joy into the years, the ages, to come.

DMG

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ABSTRACT

Pollack, J. David. Criterion Referenced Evaluation of Administrators and Faculty in Technical Institute and Community Colleges.

The primary purpose of this research is to develop teacher and administrator evaluation systems based upon specific measurable criteria. The environment for the study was the North Carolina Technical Institute/Community College System. (NCTI/CCS).

The population for this research consisted of three groups found in each of the individual institutions of the NCCCS during the winter quarter, 1974-1975 school year.

a. Students included all students in all institutional curricula who were classified as full-time students by the individual institutions.

b. Teachers included those full-time persons of the institutions who were primarily engaged in classroom teaching.

c. Administrators included all full-time persons in positions in the institutions who were involved in the supervision of classroom teachers and those persons who although were not directly concerned with supervision of teachers, nevertheless had some responsibility bearing on the success or failure of the teaching mission.

A two-stage stratified systematic sample design was used in this study. In the first stage, institutions were drawn with equal probability from a stratified listing. In the second stage, ultimate sample units (students, teachers and administrators) were drawn at a constant proportional rate from stratified listings. In both stages, first selections were made randomly. Sixteen institutions were selected from which a sample of 299 faculty-admin-

istrators and 323 students were drawn. A questionnaire was developed, tested and mailed to each sample unit. The findings were based on responses from 181 students, 150 teachers and 92 administrators.

It was found that generally attitudes of students, teachers and administrators toward evaluation were not very favorable. Teachers held the lowest attitude while the administrator attitude was the most favorable. Administrator and student attitudes were significantly more favorable toward evaluation than teachers.

In determining and comparing attitudes about who should be included in the evaluation processes it appeared that each group believed evaluation of a teacher's effectiveness and/or an administrator's effectiveness should not be the responsibility of any one source of evaluative information or group, but a combination of sources.

In determining and comparing attitudes as to how often evaluation should be conducted by the various sources, we find that teachers and administrators are reasonably close in their thinking. The first two responses on the five common sources are in the same order for both groups.

In examining attitudes as to when evaluation should be conducted, we find that most teachers and administrators feel this should be determined by the institution.

In determining and comparing attitudes on criteria for evaluation, we find that teachers and administrators are fairly close in their rankings of both sets of criteria. We also find that teachers and administrators responded positively to all of the criteria listed for both groups.

Acknowledgement

I would like to thank the many people who provided valuable assistance during the course of this research. First, sincere thanks and appreciation are extended to Mr. Fred W. Manley whose frequent time, counsel, advice, and encouragement have been invaluable in the completion of this research. I would also like to thank each member of the Occupational Education Research Review Panel and each member of the Occupational Research Unit. Their guidance and advice were most helpful and sincerely appreciated.

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INTRODUCTION

Purpose of Study

Instructional quality and management ability are functions of many variables. One of these variables is the evaluation process used to assess faculty and administration performance. Most institutions presently use some sort of rating system based upon a list of generalized traits and methods to evaluate faculty, and many of the institutions use a similar list of generalized traits and methods to evaluate administration, also. In both cases, the evaluation systems are too generalized and inflexible to evaluate the performance of each teacher or administrator. The primary purpose of this research is to develop teacher and administrator evaluation systems based upon specific measurable criteria. This study has four major objectives:

1. Survey a sample of North Carolina Technical Institute/Community College administrators, teachers and students to determine:

   a. Their general attitudes toward evaluation.
   b. Who should be included in the evaluation of teachers and administrators.
   c. The criteria for evaluation of teachers and administrators.
   d. When and how often teachers and administrators should be evaluated.

2. Develop evaluation systems that will allow evaluation of faculty and administration based upon specific measurable criteria.

3. Field test both instruments in several institutions to assess man-hours, determine weak points, strong points, etc.

4. Prepare and disseminate a complete report of all findings to all institutions in the North Carolina Community College System.

Background Information

The guaranteed acquistion of basic skills by all of the citizens is the primary goal of education in the United States. "In principle the American educational commitment has been that every student should have access to an adequate education," but access to an education is not enough. (23,2) "Each student has an inalienable right to be taught what he needs to know in order to take a productive and rewarding part in our society."

> Traditionally education has espoused the notion that teachers are dispensers of knowledge and that students are the recipients. This idea has merit but lacks at least two basic ingredients:
>
> 1. The fact that a teacher dispenses information is not evidence in and of itself that a student has learned anything.
> 2. Learning does not require the presence of a second person. (14,81)

In this age of accountability emphasis must change from teaching to learning. The old commitment of access to an education must be changed to a new commitment -- that every student shall learn. "(23,4) Most students can master what we have to teach them; it is up to the instructor to find the means which will enable them to do it."

The teacher's role is probably the most important single factor in the teaching-learning process. The teacher's performance in the classroom will determine whether our schools meet, or fail to meet, the challenge of our times. (23,4) "Rouche states, 'unless there has been learning, there is no evidence that there has been teaching.'"

The "age of accountability" is a term found constantly in today's educational literature, but just what does accountability mean? According to Webster's dictionary, accountable means responsible and responsible means accountable for one's behavior. (29,3) In educational circles, accountability simply means that educators, teachers and administrators, should be held responsible for educational outcomes -- for what the student learns. "It refers to the process of expecting each member of an organization or a social system such as an educational institution, to answer to someone for doing specific things according to specific plans; against certain time tables to accomplish tangible performance results." (23,3) Both administrators and teachers are responsible for their performance, and it is in their interest as well as their students' interests that they be held accountable. The sole purpose for the existance of the educational institution is the teaching-learning process; everything else exists -- or should exist -- to facilitate this function. (23,5)

"Without accountability for results, educational practice is unverified, and good educational practice is not identified." (23,4) Specifically defined objectives, learning techniques, and evaluation are all basic to accountability. For teachers, the most valid criteria for assessment of performance is student performance. Teachers can and will be held accountable for the success or lack of success of their students. (14,83)

Thus far instruction has received the major emphasis, but administration is coming under increasing demands for accountability of performance. Taxpayers, trustees, donors, and students have a right to expect more efficient management. With present economic conditions more efficient management of higher institutions is essential. Careful examination fo cost - effectiveness if not done internally, will be done externally by the new experts working for legislatures and governors. (11,5)

The role of administrator is changing from fund raiser and maintainer of status quo to one who must be interested in and certainly accountable for the learning of students in his institution. The dollars spent, books in the library, square footage of classroom space per student, or Ph. D. -to-student ratio will no longer be the criteria for good management. Education is going to be held accountable for its educational output. (20,82)

Definition of Terms

An understanding of the key terms as applied to this research is essential before any definitive statements concerning this research can be made. The terms used in this study are defined as follows:

a. Teacher effectiveness: "the ability of a teacher to create a meeting and an interaction between the physical, intellectual, and psychological interests of the student and some given subject - matter content; the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current needs and interests." (11,86)

b. Administrator effectiveness: the extent to which the performance of the administrator produces satisfactory results through the control, direction and management of the administrator; satisfactory results shall be judged in terms of the objectives of the activity.

c. Evaluation: the process of ascertaining the value, through the use of formal - structured instruments and/or procedures, of the persons responsible for administration and instruction in an institution.

d. Evaluative criteria: the standards against which the administrator and/or teacher performance shall be measured.

e. Administrators: those persons in positions of control and management of all matters pertaining to school affairs, and those persons in control and management of those aspects of administration directly related to the instructional process. They are primarily non-teaching persons. (11,15)

f. Classroom: includes all formal or structured instruction conducted in a classroom, shop, or laboratory.

g. Teachers: all full-time persons at the institution whose primary function is classroom teaching.

h. Students: all students who are classified as full-time by the individual institution.

Research Limitations

As is the case with any research study, there are limitations to the study. The first of three general limitations is that this study was limited to administrators, teachers, and students of the NCTI/CCS; therefore, the results will be most applicable to this system. Second, only full-time administrators, teachers, and students were included in this study. Part-time institutional personnel were excluded because time, money, and research personnel were insufficient to overcome the difficulties in compiling rosters of part-time personnel. The final limiting factor is change over time. This study as conducted may or may not be representative of the system or any particular institution at some future point in time. (23,10)

REVIEW OF THE LITERATURE ON TEACHER EVALUATION

The Good Teacher

"After several decades in attempts to analyze teaching affectiveness, Professor A. S. Barr is reported as saying that his main contribution had been to find so many things that did not work." (25,25) In the study of teacher effectiveness, the term "good teacher" turns out to be almost as vague and diffuse as the range of human experience relative to teaching. Teaching effectiveness is not tied or related to any single overall pattern of teacher conduct. Yet this "competencies" approach, to teach the beginner to be like the expert, still dominates in teacher education. However, research has shown that good teaching is not a direct function of general traits and methods. In an exhaustive study on teaching procedures, skills, and methodology, Ryans concluded that personal characteristics played the greatest role in teacher effectiveness. He was able to extract only three major dimensions of teacher behavior:

Pattern X	Friendly, understanding, sympathetic vs Aloof, Egocentric, restricted
Pattern Y	Responsible, systemic, businesslike vs Unplanned, slipshod
Pattern Z	Stimulating, imaginative, surgent vs Dull, routine (25,26)

In a similar study by the Center for Research and Development in Higher Education at Berkeley, a list of the first eight characteristics all fall into the X, Y, and Z patterns that Ryans found in his study.

1.	Dynamic--energetic person	.80
2.	Explains clearly	.78
3.	Interesting presentation	.76
4.	Enjoys teaching	.74
5.	Has a genuine interest in students	.74
6.	Friendly toward students	.71
7.	Encourages class discussions	.70
8.	Discusses other points of view	.70 (18,24)

These two studies and many others support the finding that it is more what a person is than what he does that is important to the full development of his pupils. As a teacher, the most valuable and the most accessible tool which an instructor can use is his own personality.

> Teaching is a highly personal matter, and the highly successful practitioner of the art attains his eminence by being the sort of person he is rather than by practicing a set of competencies abstracted from the performance of other master teachers. An effective teacher is a unique human being who has learned to use himself effectively and efficiently for carrying out his own and society's purposes. This 'self as instrument concept' rejects the concept of the teacher as a technician applying rather mechanically the methods he has been taught. (25,26)
>
> Just as different students learn different things in different ways at different rates under different circumstances, so do different teachers teach different things (or perhaps the same thing) in different ways under different circumstances (or perhaps the same circumstances). (20,88)

There are many styles and techniques of teaching. The style that a particular teacher developes will depend on what he is teaching, his knowledge of techniques, his own personality, and most important, how he wants his students to change their behavior. Each teacher has his own style which reflects what the teacher plans to say and what he plans to do in order to say it. The teacher, like an artist, has to develop certain skills and learn to use the various tools of the profession.

Mastery of the skills and tools of his art are essential to becoming an adept craftsman or an expert teacher. In addition to mastery, the artist must have something to say. "The intent of any work of art is to cause the beholder to be somehow different from what he was before he beheld, and so it is with teaching." (20,38) "The good teacher is not the one who flunks 60 per cent of his students; rather he is the one who says when students finish his course, 90 per cent of them can do the things sought." (14,82) In other words, the teacher wants his students to behave differently or do the things sought after completing the course. To bring about a change in behavior, the teacher must develop a plan. Dianne Peters calls this plan a "course design."

There are four essential elements in a course design or plan:

(1) The conceptual framework--The point of view or window through which a teacher sees his subject matter and the student to whom he is going to teach it.

(2) The statement of objectives--Objectives are the student's building blocks and should be written in behavioral outcomes. Thus written, they underscore what it is a student must do to demonstrate that he knows.

(3) Learning activities--Learning activities are the specific learning processes developed by the teacher to achieve the behavior sought. Learning is individual, so there can be almost as many different kinds of learning activities as there are students.

(4) Evaluations--Evaluations enable the student and the teacher to know how far along each student is toward achieving the objectives. (20,89)

In developing his course design the instructor should ask himself three questions: (1) What is worth knowing? (2) What is this college's purpose? and (3) Who are the students? This last question has been overlooked far too long. Many instructors do not know or attempt to know their students as individual human beings, and therefore cannot individualize their instructional techniques so that individualized learning takes place. A course design requires a lot of hard work. Once it is complete and put on paper, the teacher has the means to evaluate what he does at his fingertips. "Whenever an instructor takes pride in his course design, he has become accountable to himself as a professional." (20,90) Thus we see that self-evaluation is basic to the concept of accountability and that effective teaching needs a plan.

Who Should Evaluate?

Teaching is too diverse and complex to be fairly evaluated by just one source. Several sources which could be used are: (1) self-evaluation, (2) student evaluation, (3) peer evaluation, (4) alumni evaluation, (5) evaluation by department heads, (6) evaluation by administrators, (7) evaluation by outside consultants, and (8) evaluation by employers of students.

Self-Evaluation

Self-evaluation is more or less a continuous process, but the use of a systematic, well-planned self-evaluation is rare. (15,35) Research studies on self-evaluation are few in number, and those that are available are not conclusive. In a study conducted at the Jacksonville Naval Air Technical Training school, a comparison of supervisor rating, student rating, and self-ratings was made. A high degree of correlation was found between the student and self-rating, but supervisor's rating showed no correlation on the following measures; intelligence, level of schooling, teaching experience, or desire to teach. Teachers who expressed a great desire to teach were rated superior by their students. In another study, using fifty college teachers, teachers who were rated superior showed more accuracy in their self-rating than those rated inferior. (17,27) In another study conducted by Centra only a modest correlation (.21) was found between students' ratings and instructors' self-rating.

Although research indicates that many individuals constantly overrate or underrate their performance, self-evaluation can be most meaningful to the teacher trying to improve this performance when compared with other sources of evaluation. "The main advantage of a self-evaluation is that the employee knows best his goals; and, therefore, he should best be able to judge the degree to which he is able to achieve his goals." (13,42) The teacher, as a professional, should be accountable to himself. "When a teacher establishes his won worth, he becomes genuinely accountable for what he can become." (17,88)

Student Evaluation

The use of students as a source of evaluation is not a new idea. Many standard forms, such as the Purdue rating scale (over 30 years), have been in existence for several decades. (17,35) The School of Education at Oklahoma Agricultural and Mechanical College was using student evaluations as early as 1922. In one survey, in which 804 colleges responded, slightly less than 40 per cent used student ratings regularly, but the number of colleges using student evaluations is increasing all the time. (23,23)

In spite of the increasing use of student evaluations, there are many who still question the use of students as a source of evaluation. Some still question the reliability and validity of student ratings, but the evidence for good reliability is clear and consistent. "The picture of reliability over time is also consistent in that the ratings of alumni correlate well with earlier ratings as students or with students currently studying with the same professors." (17,31) The evidence on the validity of student evaluations is not as numerous or conclusive as that on reliability, but there are several studies (Creager, 1950; Hildebrand, 1971; Mc Keachie, 1971) which indicate that student evaluations are valid procedures for assessing the quality of teaching. (17,32)

Some opponents feel that the complexity of the teaching-learning process is just too difficult to capture by any set of words. But like so many other terms (love, hate, empathy, etc.) which are difficult to capture with words, these feelings are more successfully subject to clinical treatment than to mystical aspersions. "The argument of complexity, therefore, cannot be considered adequate justification for not using student-rating forms, especially because evaluation in some form by somebody does take place." (17,34)

Still others say that students are too immature to evaluate effective teaching. The immaturity agrument is a carryover from an earlier era when teacher-student relationships where more formal, but this concept is faulty on two counts: First, no consideration has been given to the students of today. Students in our day and time are pushed into early intellectual and emotional maturity. In the area of testing performance and reasoning ability the average student today may be as high as one standard deviation above the average student of a generation ago. Also, the fact that the average age of puberty has been decreasing steadily for many decades is a well documented fact. We also know that the amount of education that a student receives has increased tremendously over the past several decades. Today's students have had a great deal of experience in evaluating and in being evaluated, and they are more mature than past generations. Second, the immaturity position is based upon the concept of Teaching-as-telling, but teaching, as any teacher knows, is much more than just telling.

Although there are some who question the use of student evaluation, most of those who have written on the subject conclude that students can evaluate fairly and perceptively. (17,31) The individual student knows best whether he is or is not learning, whether he can or cannot understand, and whether he is stimulated to learn or bored to death, and as Howe points out,

> We have the obvious fact that students do pay for the instruction they receive; they are not simply a necessary evil to be tolerated as a part of the educational endeavor, but are the purpose of it. The opinions of those who eat the pudding certainly ought to be considered if we wish to know how the pudding tastes. (18,27)

Peer Evaluation

In one study on peer evaluation, 29.2 per cent of the junior colleges responding used some sort of peer evaluation as one of the sources in evaluating teaching effectiveness, but the use of this source of evaluation is not widespread. (23,27) Evaluation by one's peers appears to be a very logical source of evaluation for several reasons. A fellow employee who has the same job as another employee will possess more in-depth knowledge of the requirements for that job than any other individual. He is also in the best position to offer a specific, objective analysis of strengths and weaknesses and to offer specific suggestions, based upon his own experience on the job, in overcoming any weakness that might be revealed. A group of peers posses a special type of friendship and this makes the evaluation process less threatening, and creates a much more relaxed atmosphere. And of course, the very fact that each co-worker is trying to help his fellow employee improve his performance creates much higher morale amoung the entire employee group. There are also several disadvantages in the use of peer evaluations. The peers limited perspective of the total operation may result in the omission of some very important information. To act as an evaluator without the authority or responsibility puts the fellow worker in a very unfair position. The fact that the evaluator is a member of the same group automatically bias the assessment. Another problem is the peer's evaluation may not agree with that of the immediate supervisor who has to make recommendations as to hiring, firing and promotion. Peer evaluation could also create resentment of a co-worker by the evaluatee if the results are unfavorable, which in turn could create intra-group conflict as well. Finally, the expense of peer evaluations could be very high.

Research on peer evaluation is very limited, but several studies which have been made support the reliability and the validity of this source of evaluation. (23,29) When used as part of a total evaluation process, peer rating can be very helpful in assessing teaching effectiveness.

Alumni Evaluation

Alumni are older, more mature and have job experience that current students do not have and would seem to be a more logical and a more valid source of evaluation than current students. However, the available research does not support this idea. In one study a very close relationship was found between student and alumni (within five years) ratings of teachers. In another study between alumni (out ten or more years) and student ratings the average ratings given to seventeen instructors were positively correlated. (23,31)

Although these two studies are not conclusive by any means, they do indicate that current students evaluate instructors as well as alumi who have been out of school for quite sometime. In view of this close agreement between student and alumni evaluations plus the procedural problems and cost involved, it appears there would be very little, if any, real benefits from alumni evaluations.

However, to exclude alumni evaluation from this study on such meager evidence particularly in the junior/community college environment would not be reasonable. It could be of great value to the individual instructor particularly if used as part of a overall comprehensive evaluation process.

Evaluation by Department Heads

The department head is directly responsible for the day-to-day production level of all the employees in his department. His training, job experience, and job assignment put him in the best position to conduct evaluations of department members, and since he is responsible for the performance of his department, he must evaluate if he is to be held accountable. His day-to-day contacts with all department members puts him in the best position to provide valid, unbiased comparative staff evaluations, and since he is responsible for each employee's output his evaluations will have the greatest impact on department personnel. Although department heads should evaluate their subordinates, there are several disadvantages from this source. The department head's position as supervisor creates a type of interference to the evaluation process. Another problem is the fact that the department head in many cases has not taught in the classroom for quite sometime, and may not be able to produce an objective evaluation based upon current knowledge or methodology. The supervisor also has the problem of determining what good production levels are for the various tasks in his department. It is extremely difficult for one individual to be knowledgeable in the various disciplines within the department. Finally, the department head; for fear of morale problems, concern for his subordinate's welfare, concern about his own acceptance, or for a variety of similar reasons, often finds it very difficult to "call them as he sees them." (13,49)

This source of evaluation by itself would not be fair to the evaluator or the evaluatee, but when used as a part of a comprehensive program, it will be a very valuable source of evaluation.

Evaluation by Administrators

Administrators, as managers of the institution, are responsible for the educational output, and therefore, should be invloved in the evaluation process. Just exactly what their role in the evaluation process should be is hard to say. Some administrators have never had any formal instructions in the methods of teaching and many of those who have, have never taught in the classroom. Also, the very nature of many administrators jobs is so broad (such as the president) that it would be extremely difficult for them to be directly involved in teacher evaluation. On the other hand, some administrative positions are very narrow (such as the business manager) in scope and have very little direct involvement with the teaching process.

In spite of these drawbacks, we still have the obvious fact that administrators are in charge of the institution; and therefore, should be invloved in the evaluative process.

Evaluation by Outside Consultants

This source of evaluation offers several advantages. Since he is outside the institution and has nothing personally at stake at the local institution, his evaluations will not be baised by local problems, etc. The consultants brought in to evaluate are experts in their fields, and as experts are up to date on the latest research findings and the most successful evaluation processes. Of course, the fact that the consultants are outside the institution creates several disadvantages to this source of evaluation. The outside consultants bring with them their own value systems and will tend to evaluate in terms of these values. Another factor is that items that are considered important by local personnel may not be viewed as important by the consultants and may be completely neglected. The biggest problem is that consultants are not cheap and the cost to the local institution could be extremely high. (13,47)

In spite of these drawbacks, outside consultants could be a valuable source of evaluation particularly if used as part of a comprehensive system. The frequent use of outside consultants would be impractical because of the high cost involved, but once every three to four years could prove very valuable to the local institution. This source could detect general trends, serve as a quality control, check on the institutional evaluation system, and provide a valuable source of information on new developments in education.

Evaluation by Employers of Former Students

Community colleges and technical institutes are evaluated day in and day out by members of the local community. Most of the people in a community have an opinion concerning the local institution, but only a few have first hand knowledge of the educational output of the institution. These few with first hand knowledge are the employers of former students. As employers they know what qualifications and requirements are needed for a particular job. When the employer hires a student, he does so because of the qualifications that the institution says he has. However, the student will not be judged on his qualifications; he will be judged by his performance on the job.

Since the employer is using a product of the institution, it seems only logical to include him as a part of the evaluation process. After all, he is in the best possible position to judge the employee's (student) performance. In his judgement of the student, he also judges the teacher and the school, and his opinions are vital if quality education is to be maintained. The employer's opinions, whether good or bad, will have a tremendous effect upon the respect and prestige of the institution and the individual instructor.

Other Relevant Reviews of the Literature

Although there is research material available on most of the above sources, very little research has been done on the many possible combinations that could be used. One question about the sources which is not answered by research is, what is the relative importance of the various possible sources when used in several different combinations?

Although there is some evidence on most of the above sources of evaluation which tend to support its reliability and validity, none of the available evidence on the above sources, with the possible exception of student evaluation, is sufficient to conclude that it could be used as solitary source of evaluation. (18,36) This it would seem leads us to the solution of the evaluation problem, and that is to use a combination of sources. However, we still have the most important question to answer: which sources of evaluation should be included?

The majority of those doing research on evaluation conclude that some sort of combination should be used, however the difficult task of deciding which groups to include and what their relative importance is still has not been solved.

In one study conducted on a combination of sources which was based upon the reliability of each of the sources, it was found that much of the time and effort determining the reliabilities of the raters and combining their ratings using differential weights was a waste of time. Elimination of the lowest rater did very little to improve the composite reliability, even were large differences in the reliabilities of the raters existed. (18,37)

None of the available sources of evaluation, according to the research are very useful when used as a solitary source of evaluation. This would suggest that some sort of combination of sources should be used for the assessment of teacher's classroom performance. One of the purposes of this research is to establish the combination of raters to be used and the relative importance of each to the evaluation process. Since the majority of the available research is from the elementary and secondary levels and not at all conclusive, the combination of raters and their relative importance will be based upon the perceptions of the students, teachers, and administrators in the NCTI/CCS.

REVIEW OF THE LITERATURE ON ADMINISTRATOR EVALUATION

The Good Administrator

In the study of administrative effectiveness, we find a wide variety of administrative positions with a wide variety of jobs to perform. Many of these positions are very narrow in scope, while others are very broad in scope. Although each administrative position has a definite job to perform which is related to the basic institutional mission, there is no common denominator, such as the student-teacher relationship, between administrative positions. Thus we find the term "good administrator" even more difficult to define the term "good teacher".

To many people the administrator should be an educator; a teacher, an expert in instruction; to others, he should be adroit manager of the organization; to still others, he should be a public relations expert. (4,2) In other words, the administrator must fill a variety of roles. The good administrator must be aware of all the various roles he must play, and he must develop a plan-of-action to insure continued personal and professional growth in each of these roles.

In developing a plan-of-action the administrator must ask himself three questions: (1) What is this school's purpose? All educational programs exist in a larger context than their own specific boundaries, but they all interact together in some fashion. The good administrator is aware of this context and just how his particular program fits into the larger context. (19,1) (2) What are the various roles for this administrative position? The good administrator will identify the various roles of his position, establish role priorities, and develop his plan-of-action accordingly. Failure to do so will result in an unbalanced development which will eventually have a detrimental effect on the administrator's overall effectiveness. (3) What are the internal and/or external constraints on this administrative position? Constraints must be considered in the development of performance objectives; otherwise the objectives may be unrealistic. A plan-of-action requires a lot of thought and hardwork, but once it is complete and put on paper, the administrator has a map to success and a means of evaluating what he does at his fingertips.

Who Should Evaluate?

Administration like teaching is a very complex, diverse process and cannot be fairly evaluated by just one source. Several sources which could be used are: (1) self evaluation, (2) student evaluation, (3) peer (other administrators) evaluation, (4) alumni evaluation, (5) evaluation by administrator's staff, (6) evaluation by immediate supervisor, (7) evaluation by teachers, (8) evaluation by outside consultants, and (9) evaluation by lay residents.

Self-Evaluation

Research on administrative self-evaluations is non-existant, but self-evaluation could prove to be a very valuable source of information. After all, it is the individual administrator who best knows his goals, and it is he who should best be able to judge whether he has or has not achieved his goals. Self-evaluation when used as a part of a comprehensive system should serve as a valuable source for improvement of performance.

Student Evaluation

All schools exist for and because of the teaching-learning process. Administrators, although not directly involved in the teaching-learning process, as managers of the school should be held accountable for the achievement or lack of achievement of the students attending their school.

Although the student-administrator relationship is not as involved as the student-teacher relationship, it is nevertheless extremely important to the effectiveness of the individual administrator. Since administrators are responsible for institutional success (student achievement), they must solicit the opinions of the students concerning their (administrators) effectiveness.

Students, because of their limited contact with administrators, will have very little to offer concerning actual job performance, but nevertheless, they will have opinions about the effectiveness of a given administrator. The good administrator wants to know how students view his effectiveness and actively seeks their opinions.

As mentioned earlier, the administrator has a variety of roles to play and certainly one of those roles is his relationship with students, and therefore, students should be given consideration as a possible source of evaluation.

Peer (other administrators) Evaluation

Another role of the administrator is his relationship with other administrators. As a part of the management of the institution the administrators relationship with other administrators is extremely important to his effectiveness as an administrator.

The administration must function as a close knit team if the institutional objectives are to be met. The individual administrator must perform his job, and certainly one part of this job is to seek ways to improve his performance. Other administrators, since they have similar problems, could provide valuable insight to weaknesses in administrative performance and offer many ideas from their own experience as to ways and means for improvement.

Alumni Evaluation

Alumni as former students of the institution appear to be logical sources of evaluative information. They are more mature, have jobs, and as members of the community can have tremendous effect on the effectiveness of the institution.

Research on this source found that a high correlation existed between current students and alumni on teacher evaluation, and that very little additional evidence if any would be gained from this source. For this reason it is felt very little value would be gained for administrative evaluation as well. However, since there is no evidence available for this conclusion, alumni as a possible source of administrative evaluation has been included in this research study.

Evaluation by the Administrator's Staff

An administrator's staff plays a very important role in the effectiveness of the individual administrator. Their performance is directly related to their opinions and feelings toward their supervisor. Since the administrator's staff has a great effect on the administrator's performance, their opinions and feeling should certainly be solicited as a part of the of the evaluation process.

The individual staff member knows best whether job assignments are fair, whether instructions are or are not clear, and whether he enjoys or hates his job. The concerned administrator listens to his staff to find out if they are or are not satisfied and takes corrective action when problems arise. Most staff members will be fair, objective, and suggestive if they feel retaliation will not follow, and that their efforts will produce positive results. Awareness of what is happening in the division and of what areas, particularly personnel management, need improvement are the results of staff evaluation.

Evaluation by Immediate Supervisors

The immediate supervisor is directly responsible for the day-to-day production level of all the employees (administrators) in his department. His training, job experience, and job assignment put him in the best position to conduct evaluations of department members, and since he is responsible for the performance of his department, he must evaluate if he is to be held accountable. His contacts with all immediate subordinates (administrators) puts him in the best position to provide valid, unbaised comparative staff evaluations, and since he is responsible for each subordinate's output, his evaluations will have the greatest effect on department personnel. Although immediate supervisors should evaluate their subordinates, there are several disadvantages from this source. The immediate supervisor's position creates a type of interference to the evaluation process. Another problem is the fact that the immediate supervisor in many cases has not been directly involved with this specific task for quite sometime, and may not be able to produce an objective evaluation based upon current knowledge or methodology. The supervisor also had the problem of determining what good production levels are for the various tasks in his department. It is extremely difficult for one individual to be knowledgeable in the various disciplines within the department. Finally, the immediate supervisor; for fear of morale problems, concern for his subordinate's welfare, concern about his own acceptance, or for a variety of similar reasons, often finds it very difficult to "call them as he sees them."

This source of evaluation by itself would not be fair to the evaluator or the evaluatee, but when used as a part of a comprehensive program, it will be a very valuable source of evaluation.

Evaluation by Teachers

One of the most important aspects of the administrator's effectiveness is his relationship with the teachers. The administrators, as managers of the institution, determine institutional policies, who will be hired, what salaries will be paid, who will be fired, etc., and as a result have a tremendous influence on teachers. The opinions that teachers hold toward the administrator are extremely important to his effectiveness as an administrator. The good administrator is aware of this fact and actively seeks the opinions of teachers concerning his effectiveness.

The administrator-teacher relationship is extremely important to the institution. Dissention between the two groups or individuals of the two groups must not be allowed to continue. Administrators must listen to teachers and actively seek their opinions if they are going to be effective as administrators.

Evaluation by Outside Consultants

This source of evaluation offers several advantages. Since he is outside the institution and has nothing personally at stake at the local institution, his evaluations will not be baised by local problems, etc. The consultants brought in to evaluate are experts in their fields, and as experts are up to date on the latest research findings and the most successful evaluation. The outside consultants bring with them their own value systems and will tend to evaluate in terms of these values. Another factor is that items that are considered important by local personnel may not be viewed as important by the consultants and may be completely neglected. The biggest problem is that consultants are not cheap and the cost to the local institution could be extremely high.

Inspite of these drawbacks, outside consultants could be a valuable source of evaluation particularly if used as part of a comprehensive system. The frequent use of outside consultants would be impractical because of the high cost involved, but once every three to four years could prove very valuable to the local institution. This source could detect general trends, serve as a quality control check on the institutional evaluation system, and provide a valuable source of information on new developments in education.

Evaluation by Lay Residents

The community college/technical institute by definition is considered to be a part of the local town, county, or area in which it is located. Institutional programs are built on the needs and wants of the local community. The large variety of courses that are offered allow participation by practically all of the local adult members.

Although the vast majority of the local members have very little direct contact with the local institution, most of these people have an opinion or opinions about the institution. These opinions may be based on hearsay, but whatever the basis, the opinions of the lay residents will have some effect on the local institution.

Lay residents should certainly be included as a source of institutional evaluation, however, they do not appear to be a good source for evaluation of individual administrators. Most lay residents identify with the institution as a whole, not with individual administrators or teachers. Those who know the institution through personal contact are so few in number that it would be extremely hard to come up with a reliable, valid evaluation.

The one position that might benefit from lay resident evaluation is the president, since many lay residents identify the institution and president very closely. However, as a part of a total comprehensive source of administrative evaluation, lay residents do not appear to be a good choice. Research on this source is non-existent, and because of the lack of information, evaluation by lay residents has been included in this research study.

Other Relevant Reviews of the Literature

Administrator evaluation is a subject that has received very little attention thus far. Most of the available research is on sources and combinations of sources for teacher evaluation. However, the same questions that exist in teacher evaluation, also exist in administrator evaluation.

The reliability and validity of the various sources of administrator evaluation have not been established by research, nor has any conclusive research been done on the various possible combination of sources. However, most of those who have done research in this area, feel that some sort of combination of sources would provide a better evaluation process than the use of a single source of evaluation. (17,77)

For this reason administrators and teachers in the NCTI/CCS have been solicited for their opinions as to which sources of evaluation should be included, and the relative importance of each source to administrative evaluation.

RESEARCH DESIGN

Introduction

The design of this research was influenced by the fact that it was conducted, in part, in cooperation with a doctoral dissertation project submitted by Mr. Arlie R. Smith to the Graduate Faculty of North Carolina State University at Raleigh. The title of his dissertation was "Student, Teacher and Administrator Attitudes Related to Evaluation of the Classroom Effectiveness of Community College Teachers", and was under the direction of Dr. J. Conrad Glass, Jr. of North Carolina State University. The principal areas of cooperation were in definition of the population, sample design and selection, instrumentation, and data collection including editing, coding and tabulation. The analyses, interpretation and reporting of results were treated as separate functions in order to accomplish the objectives of each of the two original projects. The decision to cooperate was based on the fact that a combination of resources would permit doubling the originally planned sample size, and it was believed that better results would be achieved from one combined questionnaire than two individual questionnaires, on basically the same material, sent out at separate but approximately the same time.

Sample Design and Selection

The sample design and selection for this research were recommended by Mr. Robert G. Templin, Jr., Research Consultant, retained for this purpose. The following description of the sample design and selection has been adapted from Templin's report with only minor modifications.

Sample Design

As in most instances of educational research employing a survey research design, it is not possible to collect data from every respondent relevant to this study but only from some fractional part of all the possible respondents.

The sample design for this study is a two-stage stratified systematic sample. For reasons described below, this particular design was considered to be the most appropriate after careful consideration of several alternative designs including simple random, stratified, and other multi-staged systematic designes.

As the word "systematic" implies, the selection of sampling units involves a progression through the sampling frame selection every Kth sampling unit, starting with a random selection of the first unit. This design was selected for its property of distributing the sample more uniformly over the entire population while producing a relatively bias-free and random-based process of selection. (2,514) Snedecor and Cochran note that "systematic sampling" often gives more accurate results that simple random sampling. (24,519)

The universe from which the sample was drawn was defined as all full-time students, teachers, and administrators enrolled or employed in the NCTI/CCS during the winter quarter, 1974-75. Based on estimates of resources available to conduct the survey, the statistical tests to be employed, and the assumption that institutions were relatively homogeneous while institutional populations were comparatively heterogeneous with regard to critical varible characteristics,(16,52) it was determined that optimum sample size should consist of sixteen institutions in the first stage and two sub-samples (one of faculty and administrators, and the other of students) of three hundred each for a total of six hundred participants in the second stage.

Having defined the sample universe, the primary sampling units in the first stage (institution), and the ultimate sampling units in the second stage (faculty-administrators and students), the first stage sampling frame (the collection of primary sampling units which may be unambiguously defined and indentified) was completed using data on institutional characteristics supplied by the North Carolina Department of Community Colleges.

To establish confidence in the unbiased nature of the selection process and to prevent the systematic cycle from possiblly coinciding with periodic variations or wave lengths distributed within the first stage sampling frame, two safeguards were added to the design: stratification dimensions and a two-sample selection.

Stratification dimensions were added to assure that the sample would be representative of the population in terms of the critical factors of this research and to assure an adequate number of cases for subgroup analysis. (3,121) On the basis of projections of institutional size, institutions were stratified by size of student enrollment on the sampling frame. Using the concept of "paper zones," (7,167) four equal size strata were created. Within each of these strata, institutions were further stratified by type of institution (community college or technical institute). The resulting first stage sampling frame is shown in Table 1.

TABLE 1

INSTITUTIONAL SAMPLING FRAME AND SAMPLE SELECTION

Institution	Projected Population			Sample 1	Sample 2
	Faculty	Administrators	Students		
Paper Zone 1					
1. Central Piedmont Community College	376	104	3865		
2. Davidson County Community College	71	23	1223		
3. Wayne Community College	103	27	1194		
4. Gaston College	94	23	1119		
5. Sandhills Community College	85	23	1027		
6. Southeastern Community College	65	21	1018		
7. Coastal Carolina Community College	56	23	958		
8. Fayetteville Technical Institute	110	31	1633		
9. Cleveland County Technical Institute	37	17	1431		
10. Guilford Technical Institute	97	35	1114		
11. Forsyth Technical Institute	83	23	1047		
12. Wake Technical Institute	77	21	1010		
13. Rowan Technical Institute	52	21	977		
14. Durham Technical Institute	68	21	970		
Paper Zone 2					
15. Lenoir Community College	97	27	939		
16. Wilkes Community College	75	21	726		
17. College of the Albemarle	52	17	673		
18. Rockingham Community College	65	21	660		
19. Surry Community College	48	17	650		
20. Western Piedmont Community College	53	21	613		
21. Asheville-Buncombe Technical Institute	77	21	865		

continued

TABLE 1--Continued

Institution	Projected Population			Sample 1	Sample 2
	Faculty	Administrators	Students		
Paper Zone 2--Continued					
22. Catawba Valley Technical Institute	65	23	816		
23. Central Carolina Technical Institute	50	21	797		
24. Pitt Technical Institute	54	21	748		
25. Cape Fear Technical Institute	59	31	742		
26. Haywood Technical Institute	37	17	639		
27. Technical Institute of Alamance	58	21	636		
28. Piedmont Technical Institute	35	17	596		
Paper Zone 3					
29. Mitchell Community College	39	15	574		
30. Caldwell Community College and Tech Inst	42	17	533		
31. Isothermal Community College	34	14	493		
32. Craven Community College	42	17	469		
33. Richmond Technical Institute	37	17	536		
34. Wilson County Technical Institute	42	17	523		
35. Carteret Technical Institute	31	13	497		
36. Halifax County Technical Institute	29	13	460		
37. Robeson Technical Institute	53	21	459		
38. Sampson Technical Institute	26	13	454		
39. Mayland Technical Institute	22	12	433		
40. Martin Technical Institute	24	12	419		
41. Randolph Technical Institute	28	13	414		
42. Beaufort Technical Institute	33	17	412		

continued

TABLE 1--Continued

Institution	Projected Population			Sample 1	Sample 2
	Faculty	Administrators	Students		
Paper Zone 4					
43. Vance-Granville Technical Institute	23	12	403		
44. Johnston Technical Institute	35	17	392		
45. Edgecombe Technical Institute	28	17	383		
46. Blue Ridge Technical Institute	22	13	364		
47. James Sprunt Institute	31	13	343		
48. Southwestern Technical Institute	30	13	316		
49. Tri-County Technical Institute	39	17	316		
50. Nash Technical Institute	24	12	266		
51. Roanoke-Chowan Technical Institute	27	13	238		
52. Anson Technical Institute	15	10	213		
53. Stanley Technical Institute	25	13	203		
54. McDowell Technical Institute	15	10	197		
55. Montgomery Technical Institute	12	10	188		
56. Bladen Technical Institute	19	12	128		
57. Pamlico Technical Institute	7	9	49		

Instead of making a single systematic draw resulting in a first stage sample of sixteen institutions, it was decided to make two separate sample selections to reduce the chance coincidence with periodic variation on the sampling frame. In addition, the adopted two-sample design offered the attractive feature that either one of the samples could have been used to the exclusion of the other without completely destroying the integrity of the sample design and selection if resources had required a reduction of overall sample size.

The second stage sampling frame consisted of two tests (one of full-time faculty and administrators and the second of full-time students) for each institution selected from the first stage sample draw. The faculty-administrator sampling frame was stratified by faculty-administrator dimensions with faculty further stratified by teaching curriculum (occupational faculty including both vocational and technical teachers, college transfer, and general education). The faculty was not stratified into vocational and technical curricula because of the several institutions which were unable to clearly distinguish between the two. The student sampling frame was also stratified by curriculum (technical, vocational, college transfer, general education, and special education). The consequence of this design was that at each of the sample institutions there were two listing: one containing all full-time faculty and administrators, and the other containing all full-time students; each of these listings was stratified; and one sub-sample from each listing was drawn, resulting in a total of thirty-two sampling frames and sample selections for the research project during the second stage.

Sample Selection

Inasmuch as this research had the dual objectives of studying faculty and administrators on the one hand and students on the other, the only feasible technique for yielding the sample sizes desired while maintaining a sample design which accorded equitability of selection was that of drawing the primary sampling units with equal probability and the ultimate sampling units at a constant proportional rate. To approximate the attainment of desired sample sizes, the sample proportions employed for the second stage were 30 percent for the faculty-administrator sub-sample and 3 percent for the student sub-sample.

Implementing the sample design, the first stage sample of institutions was selected through two separate systematic draws of eight institutions each, using the sampling ratio

$$\frac{Ni}{n_1} = \text{ISG},$$

where N_1 was the primary sampling unit population (57), n_1 was the desired first stage sample size (8), and ISG was the "Institutional Sampling Gap" (7.125). For the first sample, the number "8" was randomly selected from a table of random digits and identified on the sampling frame. Then by a systematic process of adding the ISG to "8" and each subsequent number, the seven remaining institutions were selected. The second institutional sample of eight was selected in the same manner starting with the random selection of the number "17".

A modification had to be made to the listing of the first sampled draw because one of the institutions selected declined to participate in the study. The replacement selection was made by first restricting the random selection to technical institutes not already selected into either of the two institutional samples, but which were in the same strata as the declining institution. Under this criterion five institutions were available as replacements, and were numbered consecutively prior to the random selection. The second institution selected as a replacement also decided not to participate, and the process was repeated. The third institution selected by this process agreed to participate.

The second stage of the sample selection involved the indentification of three sub-samples of ultimate sample units: full-time teaching faculty, administrators and students. A complete listing of all full-time faculty, administrators and students was obtained from each of the sixteen institution selected for inclusion in the sample. After the lists were purged of all unqualified or duplicate names, a list was prepared of the faculty ordering them by program, i.e., occupational including technical and vocational, college transfer, and general, and alphabetical within each of the programs. On the administrator list, the names were reordered alphabetically and added to the end of the faculty listing. Once this single list was constructed, containing occupational faculty, transfer faculty, general faculty and administrators, it was numbered consecutively beginning with number "1" with the first occupational faculty member through the last administrator. The sample units were then selected, using the sampling ratio.

$$\frac{N_{fa}}{n_{fa}} = FASG,$$

where N_{fa} was the total number of faculty and administrators on the list, n_{fa} was the desired sample size determined by multiplying the sample proportion, which was a constant 30 percent for faculty and administrators, times N_{fa}, the total number of faculty and administrators on the list, and FASG was the "Faculty-Administrator Sampling Gap." At this time a number was selected from a table of random digits and located on the faculty-administrator listing and became the first unit in this sample unit. Then, the FASG was added to this number and each subsequent number until it was done n_{fa} times.

The same procedure was essentially followed for the student sample. The listings were ordered by technical, vocational, college transfer, general education, and special credit students and alphabetically within each group. After numbering the total list consecutively, the sample was selected using the sampling ratio

$$\frac{N_s}{n_s} = SSG,$$

where N_s was the total number of students on the list, n_s was the desired sample size determined by multiplying the sample proportion, which was a constant 3 percent for students, times N_s, the total number of students on the list, and SSG was the "Student Sampling Gap." The results of both selection processes are shown by institution in Table 2.

Limitations

As in the case of any scientific sampling, there are limitations to the design and procedures used. The first of three general limitations was that to the degree the assumption regarding the homogeneity of institutions and the heterogeneity of faculty, administrators and students was false, we could expect the larger will be the sampling error. (16,52)

Second, while the first stage sampling frame was limited to two stratification dimensions (institutional size and type) and thus resulted in a more than adequate distribution of these dimensions in the sample, it could not be stratified any further. The consequence of this limited

TABLE 2

INSTITUTION SAMPLES AND RETURN INFORMATION

Institution and Code	Faculty-Administrator Sample Unit				Student Sample Unit			
	Actual Population	Sample Size	Number of Returns	Per cent of Return	Actual Population	Sample Size	Number of Returns	Per cent of Return
Sample 1								
01	61	19	16	84.2	945	29	19	65.5
02	103	31	25	80.6	1000	30	12	40.0
03	87	27	22	81.5	1118	34	16	47.1
04	61	19	15	78.9	570	18	13	72.2
05	49	15	12	80.0	464	14	11	78.6
06	53	16	15	93.8	605	19	9	47.3
07	36	11	10	90.9	412	13	5	38.5
08	16	5	4	80.0	49	2	1	50.0
Sample 2								
09	72	22	18	81.8	666	20	15	75.0
10	97	30	21	70.0	831	25	14	56.0
11	46	14	11	78.6	554	17	12	70.6
12	54	17	13	76.5	460	14	8	57.1
13	52	16	13	81.3	357	11	4	36.4
14	27	9	7	77.8	281	9	4	44.4
15	105	32	27	84.4	950	29	15	51.7
16	52	16	13	81.3	1297	39	23	60.0
Total	971	299	242	80.9	10559	323	181	56.0

stratification is that some genographical clustering occurred with urban institutions noticeably absent. To the extent that these dimensions are related to the variables under investigation in this study, the larger will be the sampling error.

Third, the actual sample size achieved during the selection process varied somewhat from the desired sample size since data on which sample calculations were based were population projections made on the most recent data available from the Department of Community Colleges. The variability between the desired and the actual sample sizes, however, was minimal and should have no effect on the intergrity of the research design.

Finally, the necessity to replace one of the institutions originally selected into the sample must be recognized as a possible source of bias or the research results.

Instrumentation

The instrument designed and used for the collection of data in this research is a combined questionnaire encompassing the data essential for accomplishment of the objectives of both research studies. The design of this research required that certain demographic data be collected from students, teachers and administrators, as well as information on attitutdes of the groups regarding the evaluation of the effectiveness of teachers in the classroom and the effectiveness of the administrator on the job. A copy of the combined questionnaire is enclosed as Appendix A. The primary impact on the combined questionnaire was the increase in length. Considerable effort was made to keep the instrument as brief as possible. All questions designed and included to collect data relevant to Smith's study were also determined to be useful to this research study. Clarification of questions occurs in the discussion of the questionnaire.

The questionnaire consisted of seven sections. The first section provided brief general instructions for completion of the questionnaire. The second section included the study's definitions of teacher effectiveness and evaluation, which were considered necessary to the respondent in completing the questionnaire.

The third section was designed to obtain demographic information pertinent to the study, to include current status,(i.e., students, teacher or administrator), sex, age, and tenure in their current status (for administrator and teachers only) which included total time in similar positions within the NCTI/CCS.

The fourth section was designed to collect data on the attitude related to the general hypothesis that teachers and administrators are motivated to a better performance by evaluation. This portion of the questionnaire was adapted from an instrument developed by Wagoner and O'Hanlon for use in their study of teacher attitudes toward evaluation. (23,71) The adaptation involved minor rewording of some of the individual questions to remove the teacher directed posture of the questions and make them applicable for collecting the attitude of students and administrators as well. In an effort to obtain a more valid measurement of the respondent's attitude toward evaluation, seven questions were used rather than just one, and they were constructed to obtain from the respondent a respondent a rsponse on his/her attitude about evaluation as it applies to others, as well as to himself. The questions, as constructed, were also designed to obtain data on present and ideal evaluation practices. This questionnaire was originally developed through the use of a panel of experts and was tested in a small pilot study. There are two possible responses to each of the questions: "Yes, in most cases" and "No, in most cases." "Yes" responses were assigned a value of "2" and "no" responses a value of "1." On this basis, a score was determined for each respondent; "14" indicating the most favorable attitude toward evaluation and "7" the least favorable. (23,71)

The design of the next section (Section V) of the questionnaire was based on the need for data on the attitudes of students, teachers and administrators as to the relative importance of the various possible sources of evaluative information on teacher's and administrator's job effectiveness. The sources under consideration for this study were -- self, peer, student, administrator, alumni, department head (immediate supervisor), outside consultants, and employers of former students. Participants were asked to rate the importance of each of the sources by checking one of five descriptive scales: (1) Absolutely should not be included, (2) Probably should not be included, (3) Maybe (Inclusion depends on local circumstances that differ between institution), (4) Probably should be included, and (5) Absolutely essential. For the purpose of the statistical analysis the responses were assigned values of one to five, commencing with one for the most negative response.

The sixth section was designed to collect data on the attitudes of teachers and administrators as to how often and when evaluation of teachers and administrators should be conducted by each source. On question "R", participants were asked to designate how often evaluation should be conducted by placing the number of their response in the box provided by each source: (1) once/quarter, (2) once every other quarter, (3) once/course, (4) twice/course, (5) twice/year, (6) once/year, (7) once/2 years, (8) once/3 years, (9) once/4 years, and (10) not at all. On question "S" participants were asked to designate when evaluation should be conducted by placing the number of their response in the box provided by each source: (1) within time periods established by each institution, (2) at a time specified by the evaluated, (3) at a time specified by the evaluator(s), (4) at an unannounced time, (5) all of the previous statements, (6) statements 2, 3, and 4, and (7) never.

The seventh and final section was designed to determine the criteria for evaluation and the relative importance of each of the criteria as perceived by teachers and administrators. On question "T", teachers and administrators were asked to rate the importance of each of the criteria relative to teacher evaluation by checking one of six descriptive scales: (1) poor idea, (2) maybe, (3) good idea, (4) should do, (5) must do, and (X=6) eliminate. For the purpose of computer analysis, the responses were assigned values of 0 - 5, commencing with zero as the most negative response. On question "U", teachers and administrators were asked to rate the importance of each of the criteria relative to administrator evaluation by checking one of six descriptive scales. The descriptive scales and the computer analysis process were exactly the same as those used in question "T."

The survey instrument was pretested for clarity and interpretive quality in order to increase the accuracy and thoroughness of response information. This pretest was accomplished with a group of sixty-seven students, twenty-four teachers and ten administrators at Carteret Technical Institute, Morehead City, North Carolina, an institution in the NCTI/CCS. This institution was not selected into the sample of this study. The selection of the participants was not made by a random method or any other scientific procedure. A tabulation was made of the results of this pretest and where it appeared there was some misunderstanding of a question, appropriate modifications were made. Improvements were made in cases where questions were not answered or were answered incompletely, as well as in those cases where it appeared that the respondents misunderstood the intent of the question. In addition, recommendations of the researcher's advisory committee were used as a basis for refinements of the questionnaire.

Collection and Coding of Data

After design and construction of the sample and development of the survey instrument, the data were collected by mail during February and March, 1975. The questionnaires were attached to cover letters explaining the purpose of the research and soliciting the cooperation of the respondents in careful and prompt completion and return of the requested information. This initial mailing was made 31 January, 1975 to students, teachers and administrators from fifteen of the sixteen institutions selected in the sample (institutions 02 through 16 in Table 2). A copy of the cover letter is enclosed as Appendix B. In addition to the cover letter and questionnaire, a self-addressed, stamped envelope was enclosed for return mailing. Two weeks after the initial mailing (15 February, 1975), a follow-up letter was sent to all students, teachers and administrators at the same institutions to which the initial mailing had been made. A copy of this letter is enclosed as Appendix C.

This mailing also included a questionnaire and a self-addressed, stamped envelope for return mailing.

The initial mailing was not made to the sixteenth institution until 15 February, 1975, due to the necessity to substitute for one of the Technical Institutes who declined to participate. The follow-up mailing was made to this institution on 28, February, 1975.

As shown in Table 2, the mailing was made to a sample of 323 students and 299 faculty-administrators for a total sample mailing of 622. A total of 181 student responses were received for a response of 56 per cent. The faculty-administrator response rate was 80.9 per cent on 242 responses. The faculty-administrator sample unit response consisted of 150 faculty and 92 administrator responses. The overall response rate was 68 per cent on 423 responses. Responses received after 7 April, 1975 were not used.

During the period 15 March to 6 April, 1975, the returned questionnaires were reviewed and prepared for coding. Those reflecting unusable data (those primarily using incorrect response scales or interpreting the response scales incorrectly) were discarded. They were not included in the response rates cited above. In addition, during this period decisions were made as to the format for arranging the data on computer cards and a code manual was prepared for use in keypunching, programming and analyzing the data. The questionnaires were delivered to a commercial keypunch firm for keypunching on 7 April, 1975. To maximize accuracy in the coding process, all cards were verified during the keypunch operation, and an accuracy check was made from a computer listing of all data recorded on the computer cards.

ANALYSES AND INTERPRETATIONS

Characteristics of Respondents

This section describes some of the characteristics of the respondents by sample unit, *i. e.*; student, teachers and administrators. The characteristics presented include those that were considered independent variables in this research.

Student Characteristics

Relevant characteristics of students include sex, age, type of program and type of institution. These characteristics are depicted in Table 3.

TABLE 3

STUDENT RESPONDENT CHARACTERISTICS

Characteristic	Number of Respondents	Percent
Sex		
Male	121	67
Female	60	33
Total	181	100
Age Group		
Under 30 years	138	76
30-40 years	24	13
Over 40 years	19	11
Total	181	100
Type of Program		
College Transfer	48	26
General Education	5	3
Technical	90	50
Vocational	31	17
Other	7	4
Total	181	100
Type of Institution		
Community College	67	37
Technical Institute	114	63
Total	181	100

Teacher Characteristics

Relevant characteristics of teachers include sex, age, tenure, type of degree, type of program, and tupe of institution. These characteristics are depicted in Table 4.

TABLE 4

TEACHER RESPONDENT CHARACTERISTICS

Characteristic	Number of Respondents	Percent
Sex		
Male	88	59
Female	62	41
Total	150	100
Age Group		
Under 30 years	36	24
30-40 years	47	31
Over 40 years	67	45
Total	150	100
Tenure		
Less than 5 years	87	58
5-10 years	48	32
Over 10 years	15	10
Total	150	100
Type of Degree		
High school diploma, equivalent, or less	21	15
Associate degree	8	6
BS or BA	40	29
Masters degree	69	49
Doctorate	2	1
Total	140[a]	100
Type of Program		
College Transfer	31	21
General Education	6	4
Other	7	5
Technical	62	42
Vocational	42	28
Total	150	100
Type of Institution		
Community College	67	45
Technical Institute	83	55
Total	150	100

[a] Ten respondents failed to complete this question

Administrator Characteristics

Relevent characteristics of administrators include sex, age, tenure, type of degree, and type of institution. These characteristics are depicted in Table 5.

TABLE 5

ADMINISTRATOR RESPONDENT CHARACTERISTICS

Characteristic	Number of Respondents	Percent
Sex		
Male	74	81
Female	17	19
Total	91[a]	100
Age Group		
Under 30 years	23	25
30-40 years	29	32
Over 40 years	39	43
Total	91[a]	100
Tenure		
Less than 5 years	55	60
5-10 years	32	35
Over 10 years	5	5
Total	92	100
Type of Degree		
High school diploma, equivalent, or less	0	0
Associate degree	5	5
BS or BA	21	23
Masters degree	53	58
Doctorate	13	14
Total	92	100
Type of Institution		
Community College	29	32
Technical Institute	63	68
Total	92	100

[a] One respondent failed to complete this question.

General Attitudes Toward Evaluation

Teacher Evaluation

The respondents were asked: Please read each question carefully and check either "Yes, in most cases" or "No, in most cases," whichever more clearly describes your feeling about the statement.

TABLE 6

ATTITUDES TOWARD TEACHER EVALUATION

Teacher Evaluation	Mean Scores Students	 Administrators	 Teachers
Should teaching be evaluated each year?	1.839	1.934	1.890
Is evaluation an effective means of improving the competence of a teacher?	1.801	1.826	1.724
Are evaluations of teacher's competence accurate?	1.683	1.791	1.559
Should the teacher's reemployment depend upon evaluation?	1.585	1.637	1.489[a]
Is evaluation an effective means of eliminating incompetent teachers?	1.572	1.456[a]	1.384[a]
Is it possible to evaluate a teacher's competence accurately?	1.546	1.670	1.475[a]
Should teachers be paid according to their competence as determined by evaluation?	1.519	1.511	1.435[a]

[a] Mean scores below "1.5" indicate more "No's" than "Yes's"

The questions contained in Table 6 were designed to ascertain the attitudes of students, administrators and teachers toward teacher evaluation. In order to analyze the above information each "Yes" response was given a value of "2" and each "No" response a value of "1". A mean score of "2" would indicate all "Yes's", whereas a mean score of "1" would indicate all "No's" to a particular question with a score of "1.5" indicating an equal member of "Yes's" and "No's" on a particular question. As can be seen from Table 6: student responses to all of the above questions were positive, administrator responses were positive on all of the above questions except one, but teacher responses were positive on only three of the seven questions. This indicates that students and administrator both have overall positive attitudes toward evaluation, whereas teachers appear to have an overall negative attitude toward teacher evaluation.

In Smith's study using the same questions found in Table 6, he used a composite score for all of the above questions for each group of respondents. A total score of "14" would indicate the most positive score, while a score of "7" would indicate the most negative response with a score of "10.5" indicating a neutral position. Mr. Smith found that students and administrators hold a significantly more favorable attitude toward evaluation than teachers. However, the overall combined scores (Table 7) on each group was only slightly more than 10.5 which suggest that none of the three groups hold a highly favorable attitude toward evaluation of the effectiveness of the teacher in the classroom. (23,85)

TABLE 7

T-RATIOS OF MEAN ATTITUDE SCALE SCORES

Group	df	Mean Attitude Scale Scores	t-ratio
Teachers	134	10.83	3.5[a,b]
Administrators	89	11.81	
Teachers	134	10.83	3.11[a,c]
Students	179	11.56	
Administrators	89	11.81	.95[b]
Students	179	11.56	

TABLE 7 Continued

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[a] Significant at .05 level.

[b] Based on an assumption of an equal variance of the population determined by a non-significant F-value at the .05 level.

[c] Based on an assumption of an unequal variance of the population determined by a significant F-value at the .05 level. (17,85)

Administrator Evaluation

The respondents were asked: Please read each question carefully and check either "Yes, in most cases," or "No, in most cases," whichever more clearly describes your feelings about the statement.

TABLE 8

ATTITUDES TOWARD ADMINISTRATOR EVALUATION

Administrator Evaluation	Mean Scores Students[a]	 Administrators	 Teachers
Should administrators be evaluated each year?		1.932	1.895
Is evaluation an effective means of improving the competence of an administrator?		1.831	1.711
Are evaluations of administrator's competence accurate?		1.727	1.489[b]
Is it possible to evaluate an administrator's competence accurately?		1.701	1.467[b]
Should the administrator's reemployment depend upon evaluation?		1.617	1.489[b]
Should administrators be paid according to their competence as determined by evaluation?		1.568	1.450[b]
Is evaluation an effective means of eliminating incompetent administrators?		1.483[b]	1.359[b]

TABEL 8 Continued

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[a] Students did not answer these questions

[b] Mean scores below "1.5" indicate more "No's" than "Yes's"

The questions contained in Table 8 were designed to ascertain the attitudes of administrators and teachers toward administrator evaluation. The questions are the same as those asked for teacher evaluation with only minor modifications for administrator evaluation. The analysis of the data was done in the same manner as for teachers, i. e., "Yes's" were given a value of "2" and "No's" a value of "1". A mean score of "2" would indicate all "Yes's", whereas a mean score of "1" would indicate all "No's" to a particular question with a score of "1.5" indicating an equal number of "Yes's" and "No's" on a particular question. As can be seen from Table 8: administrator responses were positive on all the above questions except one, but teacher responses were positive on only two of the seven questions. This indicates that administrators hold a favorable attitude toward administrator evaluation, but teachers appear to have an overall negative attitude toward administrator evaluation.

When comparing the composite scores (Administrators - 11.837, Teachers - 10.793) on the above data, we find that the administrators favor administrator evaluation even more highly than they do teacher evaluation. Teachers, on the other hand, are less favorable to administrator evaluation than to teacher evaluation. Although administrators have a significantly more favorable attitude toward administrator evaluation than teachers, the mean scores, which are only slightly above 10.5, indicate that neither group holds a highly favorable attitude toward administrator evaluation.

Although all three groups (Students, Administrators and Teachers) have positive attitudes toward evaluation, the margin is very slim. It appears that most respondents favor evaluation of teachers and administrators, but they have very little faith in the evaluation process, particularly teachers. This lack of faith comes from the way evaluation processes or systems have been used in the past. Far too often in the past the major goal of evaluation - the improvement of instructional performance and management performance - has been overlooked or completely ignored.

The major goal of evaluation must be to offer positive avenues for improvement of performance by the individual evaluatee, but improvement of performance will not occur until all parties involved (directly or indirectly) in the teaching - learning process accept this as the major goal. Mere acceptance of the major goal is not enough, however. Many systems have already accepted the above as the major goal of evaluation but fail because of inadequate feedback and guidance. We must remember that evaluation is not something done to the individual, but rather something that is done for the individual.

Attitudes Toward Specified Sources of Teacher Evaluation

Respondents to this section were asked to rate the importance of each of the sources by checking one of five descriptive scales: (1) Absolutely should not be included, (2) Probably should not be included, (3) Maybe (Inclusion depends on local circumstances that differ between institutions), (4) Probably should be included, and (5) Absolutely essential. For the purpose of analysis the responses were assigned valves of one to five, with one as the most negative response.

TABLE 9

MEAN SOURCE ESSENTIALITY SCORES-TEACHER EVALUATION

Evaluation Source	Teachers R	Teachers Mean	Administrators R	Administrators Mean	Students R	Students Mean
Department Heads	1.	4.309	2.	4.333	3.	3.956
Students	2.	4.201	1.	4.522	1.	4.378
Administrators	3.	3.854	3.	4.133	2.	4.043
Self	4.	3.845	4.	4.044	5.	3.162
Peers	5.	3.335	5.	3.483	4.	3.509
Alumni	6.	3.084	6.	2.744	6.	2.987
Employers of Former Students	7.	2.457	7.	2.488	8.	2.471
Outside Consultants	8.	2.197	8.	2.088	7.	2.506

R=Rank

The sources in Table 9 have been ranked according to the teacher mean scores received by each of the sources. For purposes of this research a mean score of 3.0 or better was considered a positive response, and therefore, should be included as a source of evaluation information. The first five sources, although not in the same order, (Table 9) received positive scores from all three groups of respondents. The last three sources (with the exception of alumni) all received negative scores from the three groups of respondents and were eliminated as possible sources of evaluation information. Alumni, although receiving a positive score from the teachers, was eliminated as a possible source for two reasons: (1) research indicates that the results of this source would be essentially the same as that from the students, and (2) two (administrators and students) of the three responding groups rejected alumni as a possible source of evaluation information.

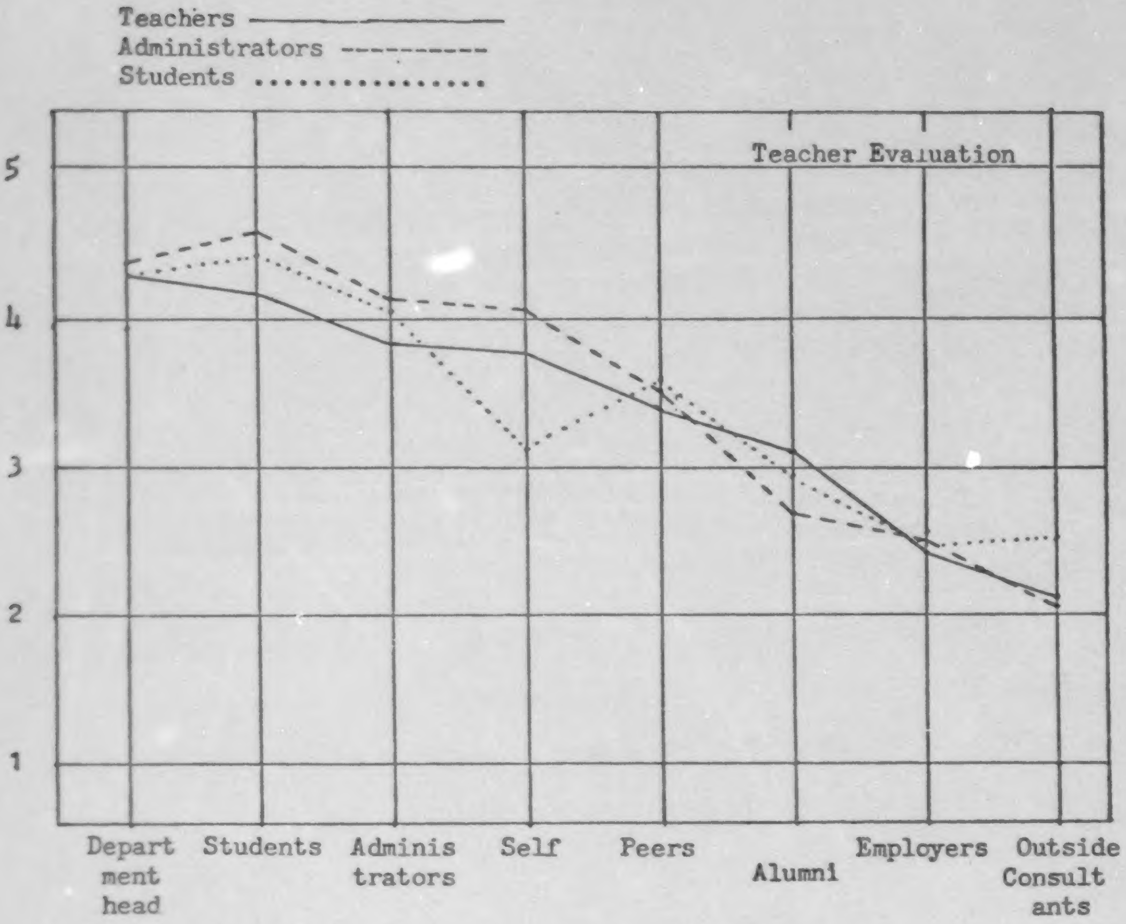

Figure 1. Relationship of Teacher, Administrator, and Student Evaluative Source Means

Attitudes Toward Specified Sources of Administrator Evaluation

Respondents to this section were asked to rate the importance of each of the sources by checking one of five descriptive scales: (1) Absolutely should not be included, (2) Probably should not be included, (3) Maybe (Inclusion depends on local circumstances that differ between institutions), (4) Probably should be included, and (5) Absolutely essential. For the purpose of analysis the responses were assigned values of one to five, with one as the most negative response.

TABLE 10

MEAN SOURCE ESSENTIALITY SCORES-ADMINISTRATOR EVALUATION

Evaluation Source	Administrators R	Administrators Mean	Teachers R	Teachers Mean
Immediate Supervisor	1.	4.626	1.	4.510
Self	2.	4.077	4.	3.850
Administrative Staff	3.	3.855	3.	4.084
Teachers	4.	3.824	2.	4.146
Peers	5.	3.670	5.	3.570
Students	6.	3.263	6.	3.319
Alumni	7.	2.450	7.	2.769
Lay Residents	8.	2.329	8.	2.521
Outside Consultants	9.	2.219	9.	2.492

R=Rank

The sources in Table 10 have been ranked according to the administrator mean scores received by each of the sources. For purposes of this research a mean score of 3.0 or better was considered a positive response, and therefore, should be included as a source of evaluation information. As can be seen from Table 10 the first six sources, although not in the same order, received positive scores from both groups of respondents. The last three sources received negative scores from both groups of respondents and were eliminated as possible sources of evaluation.

Attitudes as to How Often Evaluation Should Be Conducted By Each Source

Respondents to this section where asked to determine how often they should be evaluated by each source by checking one of ten possible selections: (1) once/quarter, (2) once every other quarter, (3) once/course, (4) twice/course, (5) twice/year, (6) once/year, (7) once/2 years, (8) once/3 years, (9) once/4 years, and (10) not at all. All responses over ten per cent or the first three responses are shown in Table 11.

TABLE 11

ATTITUDES AS TO HOW OFTEN EVALUATION SHOULD BE CONDUCTED

Administrator			Source	Teacher		
#	Responses	%		#	Responses	%
	(87)[a]				(148)[a]	
33	once/year	37.93	Self	59	once/year	39.86
28	once/quarter	32.18		52	once/quarter	35.13
12	twice/year	13.79		17	not at all	11.48
	(86)				(148)	
49	once/year	56.97	Peers	76	once/year	51.35
14	not at all	16.27		38	not at all	25.67
10	twice/year	11.62		12	once/quarter	8.10
	(84)				(150)	
34	once/year	40.47	Students	53	once/year	35.33
17	once/quarter	20.23		49	once/quarter	32.66
10	not at all	11.90		15	once/course	10.00
	(86)				(146)	
44	not at all	51.16	Alumni	48	not at all	32.88
18	once/year	20.93		46	once/year	31.50
11	once/4 years	12.79		25	once/ 2 years	17.12
9	once/2 years	10.46				
	(85)				(143)	
48	not at all	56.47	Consultants	79	not at all	55.24
15	once/year	17.64		27	once/year	18.88
8	once/4 years	9.41		12	once/4 years	8.39
			Administrators		(149)	
				106	once/year	71.14
				15	once/quarter	10.06
				9	twice/year	6.04
			Department Heads		(147)	
				93	once/year	63.26
				32	once/course	21.76
				11	twice/year	7.48
			Employers		(145)	
				65	not at all	44.82
				42	once/year	28.96
				19	once/2 years	12.10
	(81)		Teachers			
52	once/year	64.19				
7	twice/year	16.66				
6	not at all	10.71				

TABLE 11--Continued

Administrator			Source	Teacher		
#	Responses	%		#	Responses	%
	(84)		Immediate Supervisor			
39	once/year	46.42				
24	twice/year	28.57				
11	once/quarter	13.09				
	(82)		Lay Residents			
49	not at all	59.75				
17	once/year	20.73				
7	once/2 years	6.09				
5	once/4 years	6.09				
	(84)		Administrator's Staff			
46	once/year	54.76				
14	twice/year	16.66				
9	not at all	10.71				

[a] ( ) Total respondents on each source

The first two responses on the five common sources (Self, Peers, Students, Alumni, and Consultants) are the same for both administrators and teachers. This seems to indicate that administrators and teachers are in close agreement as to how often evaluation should be conducted. The first response of both groups supports this idea, since there is only one source (Alumni) where the difference in the percentage of response is greater than six percent. However, when comparing the second responses of both groups, we find that three of the common sources (Peers, Students, and Alumni) have a difference in the percentage of response greater than nine percent.

Furthermore, when comparing the first and second teacher responses, we find that the first choice on all but three sources (Self, Students, and Alumni) is better than double or almost double the percentage of the second response. The first and second responses on Self, Students, and Alumni are so close that either response would be considered appropriate for this research. However, when comparing the first and second administrator responses, we find only one source (Self) in which a clear cut margin between the first and second responses is not evident.

Attitudes as to When Evaluation Should Be Conducted By Each Source

Respondents to this question were asked to determine when they should be evaluated by each source by checking one of seven possible choices: (1) Within time periods established by each institution, (2) At a time specified by the evaluated, (3) At a time specified by the evaluator(s), (4) At an unannounced time, (5) All of the previous statements, (6) Statements 2, 3, and 4, and (7) Never.

After reviewing the responses to this question, it was felt that choice number one should not have been included since the majority is naturally going to accept whatever is established by the institution. For this reason all choices that received ten per cent or better or that had ten or more respondents are shown in Table 12. However, the bias created by choice number one does not allow conclusive evidence to be drawn as to when evaluation should be conducted by each of the sources.

TABLE 12

ATTITUDES AS TO WHEN EVALUATION SHOULD BE CONDUCTED

1. within time periods established by each institution
2. at a time specified by the evaluated
3. at a time specified by the evaluator(s)
4. at an unannounced time
5. all of the previous statements
6. statements 2, 3, and 4
7. never

Administrator			Source	Teacher		
#	Responses (86)[a]	%		#	Responses (145)[a]	%
54	1	62.79	Self	83	1	57.24
9	5	10.46		21	2	14.48
				13	never	8.96
				11	4	7.58
				10	5	6.89
	(86)				(144)	
47	1	54.65	Peers	69	1	47.91
11	never	12.79		32	never	22.22
9	4	10.46		16	4	11.11
	(85)				(144)	
45	1	52.94	Students	87	1	60.41
10	4	11.76		19	4	13.19
9	5	10.58		10	2	6.94
9	never	10.58		10	never	6.94
	(84)				(142)	
40	never	47.61	Alumni	59	1	41.54
27	1	32.14		48	never	33.80
				11	3	7.74
	(83)		Consultants		(146)	
44	never	53.01		70	never	47.94
22	1	26.50		47	1	32.19
				13	4	8.90
			Administrators		(143)	
				86	1	60.14
				22	4	15.38
				9	2	6.29
			Department Heads		(144)	
				86	1	59.72
				24	4	16.66
				15	3	10.41
			Employers		(144)	
				59	never	40.97
				52	1	36.80
				14	4	9.72

TABLE 12--Continued

Administrator			Source	Teacher		
#	Responses	%		#	Responses	%
	(81)		Teachers			
49	1	60.49				
9	5	11.11				
	(85)		Administrator's Staff			
45	1	52.94				
10	5	11.76				
10	never	11.76				
9	4	10.58				
	(85)		Immediate Supervisor			
48	1	56.47				
13	3	15.29				
10	5	11.76				
	(84)		Lay Residents			
43	never	51.19				
23	1	27.38				

[a] ( ) Total respondents on each source

Evaluation Criteria-Teachers

Respondents to this question were asked to rate the importance of each of the criteria by checking one of six descriptive scales: (X) Eliminate, (1) Poor idea, (2) Maybe, (3) Good idea, (4) Should do, and (5) Must do. For the purpose of analysis the responses were assigned values of zero to five, with zero as the most negative response.

For purposes of this research a mean score of 3.0 or better was considered a positive response. As can be seen from Table 13, all of the criteria for teacher evaluations received a mean score of 3.0 or better by both teachers and administrators, and therefore, they have been included as evaluation criteria for teachers.

TABLE 13

MEAN CRITERIA ESSENTIALITY SCORES-TEACHER EVALUATION

Evaluative Criteria	Tea.		Adm.	
	R^a	Mean	R^a	Mean
• Prepare thoroughly for each instructional program	1	4.67	4	4.58
• Develop clearly defined and appropriate goals	2	4.64	1	4.77
• Be fair and reasonably prompt in evaluation of student performance	3	4.57	5	4.52
• Communicate at a level appropriate to the ability of students to understand	4	4.55	7	4.50
• Establish clearly defined grading procedures and standards in accordance with the grading policy of the institution	5	4.54	3	4.59
• Be punctual and consistent in attending scheduled meetings (class, labs, office hours, etc.)	6	4.48	9	4.44
• Show concern for the academic welfare of students	7	4.46	8	4.47
• Develop an outline for his instructional program(s)	8	4.43	2	4.68
• Develop major (quarterly) objectives for his courses	9	4.42	6	4.51
• Develop and/or use instructional strategies which enable students to achieve learning objectives	10	4.36	10	4.37
• Collect and use feedback from experience with students to revise and update content, objectives, and instructional strategies	11	4.33	12	4.34
• Evaluate textbooks, equipment, and supplies and recommend his choices for adoption by dates specified by the institurion	12	4.21	14	4.19
• Properly and promptly perform routine administrative duties (reports, forms, grades, etc.)	13	4.20	13	4.25
• Use evaluation instruments which measure the degree to which the student has achieved the goals and objectives of the learning sequence	14	4.08	15	4.18
• Provide alternative methods of instruction to meet the needs of different students	15	4.02	16	4.14
• Show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community college/professionally sponsored workshops, and/or (3) Conference or semirars whenever possible, (4) Courses of related study, and/or (5) Local, state, and national organizations	16	4.01	17	4.13
• Participate in evaluation of instructional programs and teaching effectiveness of his department or division	17	4.00	20	4.00
• Teach by objectives (own) developed for the courses	18	3.97	25	3.79

TABLE 13--Continued

Evaluative Criteria	Tea. R[a]	Tea. Mean	Adm. R[a]	Adm. Mean
• Give each student a copy of the course outline and objectives	19	3.96	11	4.34
• Attend all staff and faculty meetings, all general faculty committee meetings unless excused by his divisional chairman	20	3.94	18	4.05
• Participate in student advisory programs	21	3.84	22	3.83
• Use diagnostic procedures and instruments to ascertain student needs	22	3.71	23	3.82
• Participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution	23	3.70	24	3.81
• State the objectives in measurable, behavioral outcomes	24	3.60	19	4.04
• Develop minor (weekly) objectives for his courses	25	3.57	21	3.89
• Ask students to state their purpose and objectives for taking this course	26	3.44	28	3.29
• Ask students to state how they intend to accomplish their objectives	27	3.34	27	3.32
• Use his professional skills and abilities in community affairs	28	3.28	26	3.51
• Assume divisional responsibilities	29	3.26	30	3.12
• Serve on and/or chair divisional and college wide committees	30	3.23	29	3.22

[a] R is the numerical ranking by the mean scores

Evaluation Criteria-Administrators

Respondents to this question were asked to rate the importance of each of the criteria by checking one of six descriptive scales: (X) Eliminate, (1) Poor idea, (2) Maybe, (3) Good idea, (4) Should do, and (5) Must do. For the purpose of analysis the responses were assigned values of zero to five, with zero as the most negative response.

For purposes of this research a mean score of 3.0 or better was considered a positive response. As can be seen from Table 14, all of the criteria for teacher evaluations received a mean score of 3.0 or better by both teachers and administrators, and therefore, they have been included as evaluation criteria for teachers.

TABLE 14

MEAN CRITERIA ESSENTIALITY SCORES-ADMINISTRATOR EVALUATION

Evaluative Criteria	Adm.		Tea.	
	R^a	Mean	R^a	Mean
• Develop long range goals for his department or area of responsibility	1	4.60	1	4.57
• Develop short range goals for his department or area of responsibility	2	4.58	6	4.37
• Demonstrate adequate knowledge in his speciality	3	4.49	2	4.52
• Be punctual and consistent in attending scheduled meetings (office hours, appointments, etc.)	4	4.45	3	4.42
• Organize his staff to obtain goals set for department	5	4.43	7	4.28
• Request budegetary support for his plans	6	4.43	4	4.41
• Develop job descriptions for each member of his staff	7	4.41	8	4.21
• Properly and promptly perform routine administrative duties (reports, forms, etc.)	8	4.40	5	4.41
• Establish priorities and allocate his time in accordance with his schedule	9	4.36	9	4.21
• Show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community college/professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses of related study, and/or (5) Local, state and national organizations	10	4.30	12	4.09
• Participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution	11	4.25	11	4.17
• Develop organizational plans and procedures to attain goals set for the department	12	4.22	10	4.19
• Observe a reasonable and demanding schedule	13	4.20	15	4.01
• Evaluate staff members individually each year and make firm recommendations	14	4.18	18	3.99
• Arrange in-service experience for his staff members as need becomes apparent	15	4.18	14	4.02
• Submit his plans in conference and in writing to his staff	16	4.11	22	3.91
• Attend all staff and faculty meetings and all divisional or department meetings unless excused by his supervisor	17	4.09	13	4.05
• State his performance objectives in measurable terms	18	4.05	16	4.00
• Submit his plans in conference and in writing to his supervisors	19	4.00	17	3.99
• Develop job specifications and make job assignments based on these specifications	20	3.96	19	3.97

TABLE 14--Continued

Evaluative Criteria	Adm.		Tea.	
	R^a	Mean	R^a	Mean
• Participate in evaluation of management techniques and management effectiveness	21	3.91	21	3.93
• Use his professional skills and abilities in community affairs	22	3.86	27	3.56
• Serve on, or chair divisional and college wide committees	23	3.77	25	3.73
• Develop performance objectives	24	3.77	24	3.73
• Develop a reading program to keep up with the latest developments in his specialty	25	3.75	20	3.93
• Participate in evaluation of instructional programs in teaching effectiveness	26	3.65	23	3.88
• Ask his staff to develop performance objectives	27	3.62	28	3.48
• Particpate in student advisory programs	28	3.54	26	3.65
• Serve as sponsor or advisor for any student organization officially recognized by the institution	29	3.22	29	3.03

[a] R is the numerical ranking by the mean scores

The criteria listed for teachers and administrators are by no means all inclusive. They represent criteria selected from available research which are most applicable to the Community College/Technical Institute environment. Several sources, Pierce, Schulman, and ERS Circulors Number 5, 6, and 7 proved to be very helpful in selecting the lists of criteria for this study.

The evaluation criteria for teachers (Table 13) and the evaluation criteria for administrators (Table 14) have been put into numerical order by the mean scores of the teachers and administrators respectively. The second column for each set of criteria represents the numerical ranking by mean scores of the other group (administrators and teachers) of respondents. When examining the teacher criteria (Table 13), and the administrative criteria (Table 14), we find a great deal of variation in the responses of both groups, but there are only five cases (8, 18, 19, 24, and 25) in the teacher criteria and only six cases (2, 14, 16, 17, 22, and 25) in the administrator criteria where the numerical difference is greater than three. This indicates that teachers and administrators are fairly close in their opinions about the criteria for evaluation of both groups. Furthermore, positive scores of 3.0 or better were received by all of the teacher and administrator criteria from both groups of respondents. Since all of the criteria received positive scores, all will be used in development of the evaluation instrument.

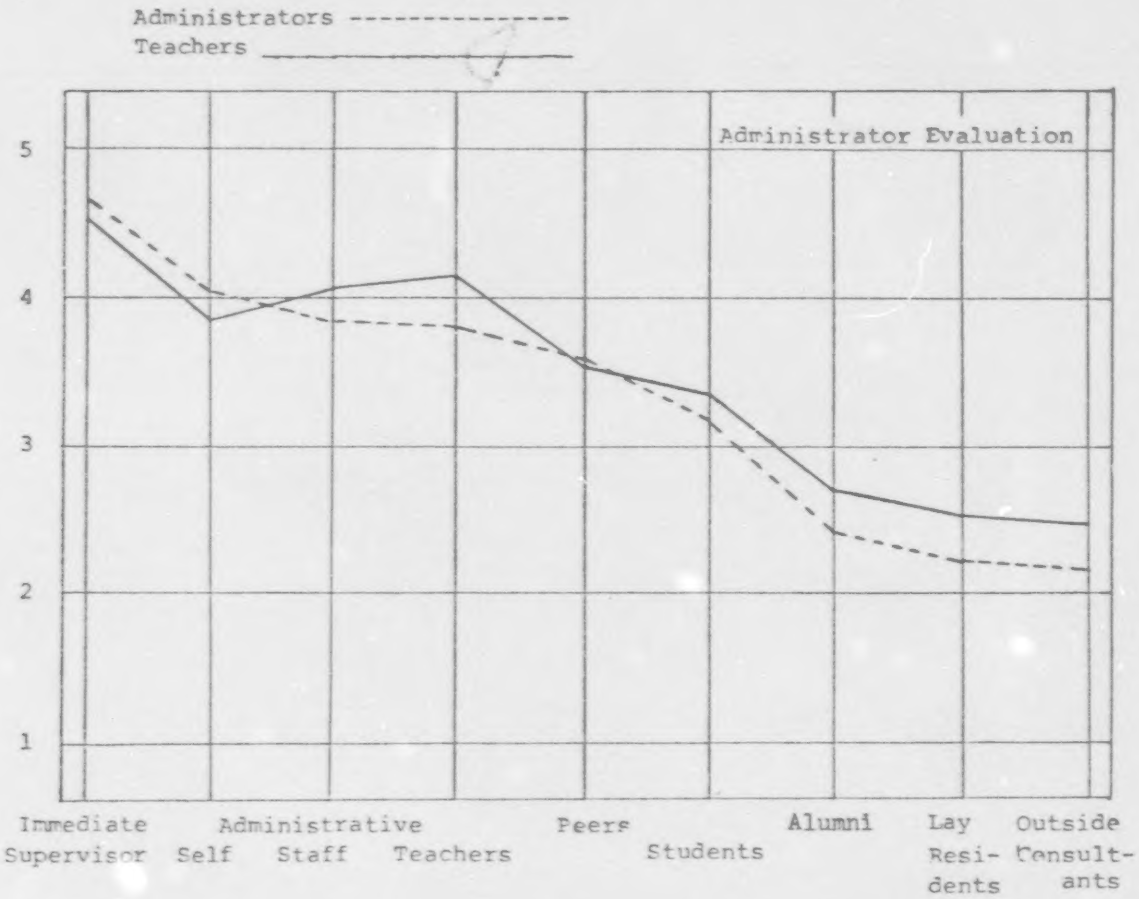

Figure 2. Relationship of Administrator and Teacher Evaluative Source Means

DEVELOPMENT OF EVALUATION SYSTEMS AND PROCEDURES

A good, comprehensive evaluation system will require a great deal of time and effort and it will require input from several different sources. Sources to be used for teacher evaluation are: (1) Department heads, (2) Students, (3) Administrators, (4) Self, and (5) Peers. Sources to be used for administrator evaluation are: (1) Immediate Supervisor, (2) Self, (3) Administrator's staff, (4) Teachers, (5) Peers, and (6) Students.

The evaluation process for this study has been adopted from a study conducted at Burlington County College, Pemberton, New Jersey by Pierce and Schroeder. Although there are numerous evaluation procedures which could be used, this process (The Evaluation Practices, Reviews, and Appeals Procedure) was selected as the best method for utilizing the data collected in this study.

The Evaluation Practice, Reviews, and Appeals Procedure

Evaluation of Teaching Effectiveness

The Evaluation Practices, Reviews, and Appeals Procedure (EPRAP) begins with a pre-evaluation conference between the faculty member and his division chairman. The purpose of this meeting is to establish the specific objectives which the faculty member intends to accomplish during the academic year. The objectives will be based upon the teacher criteria established by this research, and they must be established by mutual agreement between the faculty member and his division chairman.

A formal evaluation should be filled out and completed once per year on each faculty member by the department chairman. This evaluation should be documented by three to four visits to the instructors classroom(s) during the academic year, and it should contain supplemental information to support the evaluation results.

A formal evaluation of each faculty member every year may be impractical. A more practical approach may be to evaluate experienced teachers every second or third year. If a staggered system is used each experienced teacher must be formally evaluated every second or third year, with an informal evaluation in the other year(s). An informal evaluation by the department head will start with the pre-evaluation conference for establishment of and agreement upon the objectives to be accomplished. The informal evaluation filled out by the department head should be documented by at least one visit to the classroom. If time permits, more visits may be made.

Teachers should also be evaluated each academic year by their students. If the teacher is up for formal evaluation, student evaluation should be conducted once per quarter in each course taught. The best time for this evaluation would be the last class meeting prior to the final exam. The forms should not be collected nor handed out by the teacher but by the class representative selected by the class or the teacher. Students should be advised not to put their names on the forms and to disguise there handwriting.

After all forms have been completed, the class representative will seal them in a folder and deliver it to the department head's office immediately after class. After all final grades have been deposited with the registrar, the teacher will break the seal and tally the results. The teacher will discuss the results with the department chairman and/or dean at an appointed time.

An informal student evaluation will follow the same basic procedure as the formal student evaluation with two exceptions: (1) The student evaluation should be limited to one course per quarter, and (2) Discussion of results will depend on the available time of the department head.

The teacher, when up for a formal evaluation, should be evaluated at least once during the academic year by an administrator other than the department head. This evaluation should be documented by three to four visits to the instructors classroom(s) during the academic year, and it should contain supplemental information to support the evaluation results. Administrator evaluation should only be used whenever the teacher is up for formal evaluation.

Teachers should evaluate themselves each academic year, also. A self-evaluation should be filled out once per quarter in one course taught during the quarter. The self-evaluations should be filled out at the same time the students fill out their forms and should be turned into the department head at the same time.

Although self-evaluation is more or less a continuous process, a written formal self-evaluation should be required once per quarter in at least one course whenever the teacher is up for a formal evaluation. The self-evaluation form should be filled out (in duplicate) at the same time the students fill out their forms. One copy should be sealed in the folder with the student forms and delivered to the department head by the class representative. The other copy should be delivered to the department head prior to the end of the quarter. The folder will be returned to the teacher after all final grades have been turned into the registrar, at which time the teacher will break the seal and tally the results. Discussion of the results of the student and self-evaluation should take place at a date and time established by mutual agreement.

One final group which should be included in teacher evaluation is fellow peers. The teacher, when up for formal evaluation, should be evaluated at least once during the academic year by one or two fellow teachers selected by mutual agreement between the department head and the teacher (evaluatee). The fellow teacher(s) should be from the same department and the same discipline if possible. The peer evaluation(s) should be documented by three or four visits to the instructors classroom(s) during the academic year and it should contain supplemental information to support the evaluation results. Peer evaluation should only be used whenever the teacher is up for formal evaluation.

Team Evaluation

Since evaluations by the department heads, administrators, and peers are filled out once per year with three to four visits to document the results, a team approach to formal evaluation seems to be very logical.

A team consisting of the department head, one administrator, and two peers could provide several advantages: (1) By visiting the class as a team, the number of classroom visits can be limited to three or four for any one teacher, (2) By visiting as a team the documentation will occur at the same time, with the same teacher and students, and under the same conditions. This should provide a much more valid cross reference of the final evaluations. (3) By visiting as a team documentation and supplemental information should all be completed at the same time. (4) Completing the visits at the same time should allow the evaluators to fill out their forms and turn in the evaluations on each individual at approximately the same time. (5) Visiting as a team will allow some scheduling of the visits which should create a much smoother evaluation process.

As long as each member does his part as scheduled, the evaluation process should flow very smoothly.

Each member of team should seal his evaluation and supplemental information in a large folder and put it in the department head's mailbox. The department head should compile the results and deliver a copy to the evaluatee no later than March 31. This should allow ample time for discussion and appeal of the results.

The Appeals Procedure

Since agreement must be reached on numerous points between the faculty member and his division chairman, conflicts about the evaluation process or about the results are bound to arise. A committee of faculty and admininstrators (The Evaluation Practices, Reviews, and Appeals Committee or EPRAC) should be elected to settle any conflicts that arise in the implementation of the evaluation process or about the results. This committee of faculty and administrators should be elected by the institutional staff, and it should have an odd number of members.

Action can be initiated by petition to the EPRAC by the evaluatee or any of the evaluators who are not satisfied with the evaluation process or results. Once initiated, the EPRAC chairman must request all relevant data from all parties concerned (all evaluators of the evaluatee). Testtimony from all parties will be presented at a hearing scheduled to settle the dispute. After hearing the testimony and examining the evaluation forms and other relevant data, EPRAC will make a decision as to whether the evaluation was conducted according to stated procedures. The committee will inform all parties to the evaluation of their decision: which is binding on all parties. If the evaluation was conducted properly, the original results will stand. If EPRAC is dissatisfied with the procedures, then it may require that all or part of the process be repeated and/or that further data must be submitted by all parties to the evaluation process. EPRAC will review this new material and render its decision. The committee does not recommend action concerning sanctions or dismissals; it only judges the evaluation procedures with respect to the final results. If unsatisfactory results are found to be valid, the appropriate members of the administrative staff must decide what action is to be taken.

The Evaluative Criteria-Faculty

The following list of criteria was determined by a survey of a representative sample of teachers and administrators throughout the community colleges of North Carolina. They have been divided into two major categories: (1) Instructional performance and (2) Responsibilities as a member of the college community.

Evaluative Criteria for Faculty

- I. Criteria for Evaluation of Instructional Performance
  - A. Instructional performance-preparation
    - 1. Develop in writing
      - a. Clearly defined and appropriate goals
      - b. An outline for each instructional program
      - c. Major (quarterly) objectives for each course and state them in behavioral outcomes
      - d. Minor (weekly) objectives for each course and state them in behavioral outcomes
      - e. Thorough lesson plans for each instructional session
    - 2. Evaluates textbooks, equipment, and supplies and recommends choices for adoption by dates specified by the institution
    - 3. Establishes in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution
    - 4. Uses diagnostic (pretesting) procedures and instruments to ascertain student's academic needs.
    - 5. Is aware of available learning resources appropriate to specified learning objectives
    - 6. Develops instructional strategies to enable students to achieve learning objectives

B. Instructional performance-implementation
  1. Communicates at a level appropriate to the ability of students to understand
  2. Teaches by own objectives developed for course
  3. Shows concern for the student's academic welfare
  4. Gives each student a copy of the course outline, objectives, and method of grading
  5. Asks students to state their (in writing) purpose(s) and objectives for taking this course
  6. Asks students to state how they intend to accomplish (in writing) their objectives
  7. Uses instructional strategies to enable students to achieve learning objectives
  8. Uses available learning resources appropriate to specified learning objectives

C. Instructional performance-evaluation of results of instruction
  1. Is fair and prompt in evaluation of student performance
  2. Collects and uses feedback from experience with students to revise and update both content and methodology
  3. Uses evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course

II. Responsibilities as a Member of the College Community
  A. Is punctual and attends all scheduled meetings (class, labs, office hours, faculty-staff meetings, etc.)
  B. Properly and promptly perform routine administrative duties (reports, forms, grades, etc.)
  C. Shows evidence of professional growth by participating in such activities as:
    1. Internal development workshops
    2. Community college/professionally sponsored workshops
    3. Conferences or seminars whenever possible
    4. Courses of related study
    5. Local, state, and national organizations
  4. Participates in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution
  5. Assumes (accepts) divisional responsibilities (serves on divisional committees, additional teaching loads when necessary, etc.)
  6. Participates in evaluation of instructional programs and teaching effectiveness in the department or division
  7. Serves on college wide committees
  8. Participates in student advisory programs and/or sponsors-advises any student organization officially recognized by the institution
  9. Uses his professional skills and abilities in community affairs

TEACHER EVALUATION FORM

Name of Teacher ______________________ Date Form Completed ______________

Course Title, number, and section ______________________

F W Sp S
Quarter

Day Night
Curriculum

The following questionnaire format is of a YES-NO type asking whether a particular instructor performance did or did not occur. If you feel your knowledge on a particular question is insufficient to answer yes or no, please check the DON'T KNOW column.

The purpose of this evaluation is to help the teacher improve his performance, so please be frank but be honest in your responses. Do not identify yourself on this form. After completing this form, seal it in a folder and put it the department head's mail box.

DID THE TEACHER IN THIS COURSE:

I.	Instructional performance-preparation	YES	NO	DON'T KNOW
1.	Develop in writing clearly defined and appropriate goals?	____	____	____
2.	Develop in writing an outline for each instructional program?	____	____	____
3.	Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes?	____	____	____
4.	Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes?	____	____	____
5.	Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution?	____	____	____
6.	Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution?	____	____	____
7.	Use pretesting procedures and instruments to ascertain student's academic needs?	____	____	____
8.	Select learning resources appropriate to the specified learning objectives?	____	____	____
9.	Develop instructional strategies to enable students to achieve learning objectives?	____	____	____
10.	Develop in writing thorough lesson plans for each instructional session?	____	____	____

II. Instructional performance-implementation	YES	NO	DON'T KNOW
1. Communicate at a level appropriate to the ability of students to understand?	____	____	____
2. Teach by own objectives developed for course?	____	____	____
3. Show concern for student's academic welfare?	____	____	____
4. Give each student a copy of the course outline, objectives, and method of grading?	____	____	____
5. Ask students to state their purpose(s) and objectives (in writing) for taking this course?	____	____	____
6. Ask students to state how they intend to accomplish (in writing) their objectives?	____	____	____
7. Use instructional strategies to enable students to achieve learning objectives?	____	____	____
8. Use available learning resources appropriate to specified learning objectives?	____	____	____
III. Instructional performance-evaluation of results			
1. Evaluate student performance and review results promptly?	____	____	____
2. Collect and use feedback from experience with students to revise and update both content and methodology?	____	____	____
3. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course?	____	____	____
IV. Responsibilities as a Member of the College Community			
1. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)?	____	____	____
2. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly?	____	____	____
3. Show evidence of professional growth by participating in such activities as:	____	____	____

____Internal development workshops

____Community college/professionally sponsored workshops

____Conferences or siminars whenever possible

___Courses of related study

___Local, state, and national organizations

	YES	NO	DON'T KNOW
4. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution?	___	___	___
5. Accept divisional responsibilities (serving on divisional committees, additional teaching leads, etc.)?	___	___	___
6. Participate in evaluation of instructional programs and teaching effectiveness in the department or division?	___	___	___
7. Serve on college-wide committees?	___	___	___
8. Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution?	___	___	___
9. Use his professional skills and abilities in community affairs?	___	___	___

Please identify which Group you belong to by placing the number of your Group in the box provided.

☐

1. Department Head
2. Student
3. Self
4. Administrator
5. Peer

Evaluation of Administrative Effectiveness

The Evaluation Practices, Reviews, and Appeals Procedure begins with a pre-evaluation conference between the administrator and his immediate supervisor. This conference should take place prior to the beginning (JUNE 1-JULY 1) of each fiscal year. The purpose of this meeting is to establish the specific objectives which the administrator intends to accomplish during the year. The objectives will be based upon the administrator criteria established by this research, and they must be established by mutual agreement between the administrator and his immediate supervisor.

A formal evaluation should be filled out and completed once per year on each administrator by the immediate supervisor. This evaluation should be documented by two to three progress meetings between the administrator and the supervisor, and it should contain supplemental information to support the evaluation results.

A formal evaluation of each administrator every year may be impractical. A more practical approach may be to evaluate administrators every second or third year. If a staggered system is used each administrator must be formally evaluated every second or third year, with an informal evaluation in the other year(s). An informal evaluation by the immediate supervisor will start with the pre-evaluation conference for establishment of and agreement upon the objectives to be accomplished. The informal evaluation filled out by the immediate supervisor should be documented by at least one progress meeting. More meetings will depend on the available time of the supervisor.

Although self-evaluation is more-or-less a continuous process, a formal self-evaluation form should be filled out and completed once per year by each administrator. It should be filled out in duplicate. One copy should be sent to the immediate supervisor and the other kept for comparison with other evaluations. Discussion of the results of the self-evaluation and other evaluations will take place at a date and time established by mutual agreement.

Since an administrator's effectiveness (to a large extent) depends on how well he and his staff work together, he should be evaluated by his staff each year. He should be evaluated at a minimum of once per year; however, it is felt that the adminsitrator-staff relationship is so important to the administrator's overall effectiveness that evaluation once per year will not be often enough to uncover and correct any problems that may arise during the year. How often it is used should be established at the pre-evaluation conference.

Teachers are another source which should be included in administrator evaluation. A formal evaluation should be filled out and completed once per year on each administrator by a small sample of teachers. Several methods of selecting the sample could be used, but the best method is a systematic-stratified process where the teachers are stratified by departments, put into numerical order and then systematically selected from the total group of teachers. This technique will insure a broad sample and give the administrator a good look at his total effectiveness with the teachers.

A group of teachers should be selected by this method by each immediate supervisor. Once selected, this group of teachers should be used to evaluate all the administrators up for formal evaluation by the immediate supervisor. Teacher evaluation should be used only when the administrator is up for formal evaluation. Whenever a supervisor has more than one administrator up for evaluation, he should send out evaluation forms on only one administrator at a time. The supervisor should include a statement of who is to be evaluated, when it is to be completed, and where it should be deposited.

Each teacher, after completing administrator evaluation, should seal it in a folder and deliver it to the immediate supervisor by the specified time. After all the forms have been turned in, the supervisor should send them to the administrator (evaluatee) who will break the seals and tally the results. Discussion of the results should take place at a date and time established by mutual agreement.

Another group which should be included in administrator evaluation is fellow peers. The administrator, when up for formal evaluation, should be evaluated at least once during the year by one or two of his fellow peers selected by mutual agreement between the immediate supervisor and the administrator (evaluatee). Dispersal and collection of the evaluation forms should follow the same procedures as outlined for the teacher evaluations. Peer evaluation should be used only when the adminsitrator is up for formal evaluation.

One final group which should be included in administrator evaluation is students. The administrator, when up for formal evaluation, should be evaluated at least once per year by a small sample of students. The best method for selecting the sample of students is a simple-random technique. With the exception of the sample procedure, the student evaluation procedure will follow exactly the same procedure as outlined for teacher evaluations. Student evaluations, like teacher evaluations and peer evaluations, should be used only when the administrator is up for formal evaluation. All administrator evaluations, whether formal or informal, should be completed and turned in by March 31. This will allow ample time for discussion of the results and appeals procedures.

The Appeals Procedure

The appeals procedure for administrators will be exactly the same as that outlined for teachers on page 72, and the same committee (EPRAC) will be used for both teacher and administrator appeals. A new EPRAC should be elected each year. Ideally no one should be allowed to repeat until every staff member has served at least one turn on the committee.

The Evaluative Criteria-Administrators

The following list of criteria was determined by a survey of a representative sample of teachers and administrators throughout the community colleges of North Carolina. They have been divided into two major categoties: (1) Management performance and (2) Responsibilities as a member of the college community.

Evaluative Criteria for Administrators

- I. Criteria for Evaluation of Management Performance
  - A. Management performance-departmental
    - 1. Develop in writing
      - a. Long-range goals for area of responsibility (consistent with the school's mission)
      - b. Short-range goals for area of responsibility
      - c. Organizational plans and procedures to attain goals set for department
    - 2. Organize staff (personnel) to obtain goals set for department

  - B. Management performance-personnel
    - 1. Develop in writing
      - a. Job descriptions for each staff position
      - b. Job specifications
    - 2. Make job assignments according to specifications
    - 3. Require staff to develop written performance objectives

4. Evaluate staff members each year and make firm recommendations
5. Arrange in-service experience for staff members as need becomes apparent

C. Management performance-personal
   1. Demonstrate adequate knowledge in his specialty
   2. Is punctual in attending scheduled meetings (office hours, appointments, faculty-staff meetings, etc.)
   3. Request (seeks) support (budgetary, etc.) for plans
   4. Establishes priorities and allocates time according to these priorities
   5. Observes a reasonable and demanding schedule
   6. Develops (in writing) performance objectives stated in measurable outcomes
   7. Develops (in writing) a program (reading, etc.) to keep up with the latest developements in speciality
   8. Submits his plans in conference and in writing to supervisor
   9. Submits plans in conference and in writing to staff

II. Responsibility as a Member of the College Community
   1. Is punctual in attending scheduled meetings (office hours, appointments, faculty-staff meetings, etc.)
   2. Properly and promptly performs routine administrative duties (reports, forms, etc.)
   3. Shows evidence of professional growth by participating in such activities as:
      a. Internal development workshops
      b. Community college/professionally sponsored workshops
      c. Conferences or seminars whenever possible
      d. Courses of related study
      e. Local, state, and national organizations
   4. Participates in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution
   5. Participates in evaluation of management techniques and management effectiveness
   6. Participates in evaluation of instructional programs in teaching effectiveness
   7. Uses his professional skills and abilities in community affairs
   8. Participates in student advisory programs
   9. Serves as sponsor-advisor for any student organization officially recognized by the institution

ADMINISTRATOR EVALUATION FORM

______________________________ ______________________
Name of Administrator Date Form Completed

____
Position

The following questionnaire format is of a YES-NO type asking whether a particular administrator performance did or did not occur. If you feel your knowledge on a particular question is insufficient to answer yes or no, please check the DON'T KNOW column.

The purpose of this evaluation is to help the administrator improve his performance, so please be frank but be honest in your responses. Do not identify yourself on this form. After completing this form, seal it in a folder and put it in the immediate supervisor's mail box.

☐ 1. Immediate Supervisor 3. Self 5. Peer
2. Administrator's Staff 4. Teacher 6. Students

DID THE ADMINISTRATOR:

	YES	NO	DON'T KNOW
I. Management performance-departmental			
1. Develop (in writing) long-range goals for area of responsibility (consistent with the school's mission)?	___	___	___
2. Develop short-range goals for area of responsibility (in writing)?	___	___	___
3. Develop (in writing) organizational plans and procedures to attain goals set for department?	___	___	___
4. Organize staff (personnel) to obtain goals set for department?	___	___	___
II. Management performance-personnel			
1. Develop (in writing) job descriptions for each staff position?	___	___	___
2. Develop (in writing) job specifications?	___	___	___
3. Make job assignments according to specifications?	___	___	___
4. Require staff to develop written performance objectives?	___	___	___
5. Evaluate staff members each year and make firm recommendations?	___	___	___
6. Arrange in-service experience for staff members as need becomes apparent?	___	___	___

DID THE ADMINISTRATOR:

III. Management performance-personal	YES	NO	DON'T KNOW
1. Demonstrate adequate knowledge in his specialty?	____	____	____
2. Request (seeks) support (budgetary, etc.) for his plans?	____	____	____
3. Establish priorities and allocate time according to these priorities?	____	____	____
4. Observe a reasonable and demanding schedule?	____	____	____
5. Develop (in writing) performance objectives stated in behavioral outcomes?	____	____	____
6. Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty?	____	____	____
7. Submit his plans in conference and in writing to supervisor?	____	____	____
8. Submit his plans in conference and in writing to staff?	____	____	____
IV. Responsibility as a Member of the College Community			
1. Attend all scheduled meetings punctually (office hours, appointments, etc.)?	____	____	____
2. Properly and promptly perform routine administrative duties (reports, forms, etc.)?	____	____	____
3. Show evidence of professional growth by participating in such activities as:	____	____	____
____Internal development workshops			
____Community college/professionally sponsored workshops			
____Conferences or seminars whenever possible			
____Courses of related study			
____Local, state, and national organizations			
4. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution?	____	____	____
5. Participate in evaluation of management techniques and management effectiveness?	____	____	____
6. Participate in evaluation of instructional programs in teaching effectiveness?	____	____	____
7. Use his professional skills and abilities in community affairs?	____	____	____
8. Participate in student advisory programs?	____	____	____
9. Serve as sponsor-advisor for any student organization officially recognized by the institution?	____	____	____

FIELD-TEST REPORT

FIELD-TESTING OF THE EVALUATION SYSTEMS
and
PROCEDURES

Introduction

The filed-test of the Criterion Referenced Evaluation Systems For Faculty and Administrators in Technical Institutes/Community Colleges was conducted during the 1975-76 Spring Quarter and involved a number of students, teachers and administrators at six field test sites.

The purpose of the Field test was to answer four major questions: (Fig. 3)

1. Should any of the sources for evaluation of teachers and administrators (determined by a survey of students, teachers and administrators in February, 1975) be excluded as a source of evaluation information?
2. Should a formal-informal procedure as proposed (previous chapter) by this research project, be used?
3. Can the teacher instrument and the administrator instrument proposed by this project, provide good useable evaluation information from each of the sources of evaluation?
4. Should any of the criteria listed be reworded or eliminated, and should any additional criteria be added?

Field-Test Design

All 57 institutions, by a letter to each president, were asked if they would like to participate in the field-test phase of the project. Seven institutions indicated a desire to participate in the field-test. Six of the seven schools were asked to participate. The seventh school, which had just hired a new president and was also in the process of occupying a new campus at the time of the field-test, was not asked to participate.

Stratification demensions of size, type of institution, and location (Fig. 4) do exist amoung the filed-test sites. However, this was a matter of pure chance, since the project had no control over which schools would or would not agree to participate.

FIELD TEST CHART

MAJOR QUESTION	INSTRUMENT(S) TO BE USED	SCHEDULE OF DATA COLLECTION
Should any of the sources of evaluation be eliminated?	1. Teacher administrator opinionnaire.	1. Opinionnaires should be completed and returned by May 9, 1976.
Should a formal-informal procedure as proposed by this research project, be used?	1. Teacher/administrator opinionnaire.	1. Opinionnaires should be completed and returned by May 9, 1976.
Can the teacher evaluation instrument and the administrator evaluation instrument, as proposed by this project, provide good, useable evaluation information from each of the sources of evaluation?	1. Teacher evaluation instrument 2. Administrator evaluation instrument. 3. Teacher/administrator opinionnaire.	1. Student evaluation shall be completed during one class period. 2. All other sources of evaluation should be completed by April 31. 3. Opinionnaires should be completed and returned by May 9, 1976.
Should any of the criteria listed be changed, reworded, or eliminated?	1. Teacher/administrator opinionnaire.	1. Opinionnaires should be completed and returned by May 9, 1976.

Each school that participated in the field test was asked to test the teacher and administrator evaluation instruments developed by this research as thoroughly as they could. After testing the instruments, a number of teachers and administrators at each field-test gave their opinions about the evaluation procedures and instruments by answering the Teacher/Administrator Opinionnaire. A copy of the opinionnaire is enclosed as Appendix

The opinionnaire consisted of five sections. The first section provided general information and instructions for completion of the opinionnaire. The second section was designed to obtain demographic information pertinent to the study, which included current status, institution of employment, and (for teachers) their major area (technical, vocational, etc.) of instruction.

The third section was designed to obtain data about the attitudes of teachers and administrators toward the evaluation procedures and instruments used in the field-test.

The fourth section was designed to determine which source or sources of evaluation could provide good, useable information on each of the criteria listed in the field-test instruments.

The fifth and final section was designed to add, reword, or eliminate criterion as deemed necessary by the teachers and administrators at the six field-test sites.

FIELD-TEST ANALYSIS
and
INTERPRETATIONS

Characteristics of Respondents

In the initial survey of students, teachers, and administrators characteristics of sex, age group, tenure, type of degree, and type of institution were found to be insignificant in every case except one and were not included as characteristics.

Respondent Characteristics

Relevant characteristics of respondents include status, employing institution, and area of major instructional (teachers) program. (Table 15)

TABLE 15

Characteristic	Number of Respondents	Percent
Status		
Department Head/ Division Chairman	21	35.6
Full-time teacher	21	35.6
Full-time administrator	15	25.4
Failed to respond	2	3.4
	59	100.0
Institution		
Guilford	20	33.9
Catawba	5	8.5
Carteret	1	1.7
Anson	5	8.5
Caldwell	10	10.9
Craven	18	30.5
	59	100.0

Sources of Teacher Evaluation According To Field-Test Results

Respondents to this section were asked to determine which sources could or could not use the proposed teacher instrument by indicating one of two possible responses: (1) cannot be used and (2) can be used. (Table 16)

TABLE 16
Percentage Responses - Teacher Evaluation

Evaluation Source	Yes %	No %	Unclear %
1. Self	30.5	0.0	69.5
2. Department Head	30.5	1.7	67.8
3. Administrator	15.3	15.3	69.5
4. Peer	10.2	20.3	69.5
5. Student	10.2	22.0	67.8

The sources in Table 16 have been ranked according to the percentage of positive responses received by each source. The unclear column was a result of the respondent putting check marks instead of a one or a two in the space provided. In most cases, it appears the respondent was checking those sources he felt could be used; however, the few who appeared to be answering No made it necessary to place all check mark responses in the unclear column. As can be seen from Table 16, most responses were unclear. For purposes of this research, the unclear responses were considered as no - responses. The only two sources, using the field-test instrument, that received an overwhelming "Yes" response were Self and Department Head. The Administrator as a source received an equal number of Yes's and No's. The Peer and the Student as sources received the same percentage of Yes's, but the No response for Peer evaluation was 0.1% less than double the Yes response, and the No response for student evaluation was 1.6% better than double the Yes response. From this data, it would appear that two of the evaluation sources (Self and Department Head) could use the proposed Teacher Evaluation instrument, and that three of the sources (Administrator, Peer, and Student) could not use the proposed Teacher Evaluation instrument.

Sources of Administrator Evaluation According To Field-Test Results

Respondents to this section were asked to determine which sources could or could not use the proposed administrator instrument by indicating one of two possible responses: (1) Cannot be used and (2) Can be used. (Table 17)

Table 17
Percentage Respponses - Administrator Evaluation

Evaluation Source	Yes %	No %	Unclear %
1. Self	32.2	0.0	67.8
2. Immediate Supervisor	30.5	1.7	67.8
3. Teacher	18.6	13.6	67.8
4. Administrator's Staff	16.9	16.9	66.1
5. Peer	11.9	18.6	69.5
6. Student	0.0	33.9	66.1

The sources in Table 17 have been reanked according to the percentage of positive responses received by each source. The unclear column was a result of the respondent putting check marks instead of a one or a two in the space provided. Upon visually examining the results, some check marks appear to be Yes's and some appear to be No's. For this reason all check mark responses where put into the Unclear column. The majority of responses (Table 17) were unclear. For purposes of this research the Unclear responses were considered as No responses. Three of the sources, using the Feild-Test instrument, received positive responses. However, only two of those (Self and Immediate Supervisor) were clearly Yes responses. The third source (Teacher) had only a 5% margin over the No responses. A forth source (Administrator's Staff) received an equal number of Yes and No responses. The last two sources (Peer and Student) both had an excess of No responses. The student source actually had no Yes responses. From this data, it appears that two of the sources (Self and Immediate Supervisor) could use the proposed administrator evaluation instrument, that a third source (Teacher) could possibly use the Administrator instrument, and that the last three sources (Administrator's Staff, Peer, and Student) could not use the proposed Administrator evaluation instrument.

Formal-Informal Evaluation

Respondents to this section were asked: do you feel that a formal-informal evaluation process, as proposed by this research project, is a good idea? Those who answered "Yes" were asked: how often should a formal-informal evaluation be conducted?(Table 18)

TABLE 18
Formal-Informal Evaluation

Variable	Is Formal-Informal Process a Good Idea? %	How Often? %
YES	64.4	
NO	28.8	
NO-RESPONSE	6.8	
Once/Two Years		54.2
Once/Three Years		6.8
Once/Four Years		1.7
Once/Five Years		1.7
No-Response		35.6

As can be seen from Table 18, 64.4% felt that the formal-informal process, as porposed by this research project, was a good idea. From those responding "Yes", 54.2% felt a formal evaluation should be conducted every two years.

The Proposed Evaluation Instruments

The respondents to this section were asked; can the teacher evaluation instrument and the administrator evaluation instrument provide good, useable evaluation data from ANY of the sources of evaluation? Fifty-point-eight per cent said No, 44.1 per cent said Yes, and 5.1 per cent did not respond. It appears, from the above data and the data in Tables' 16 & 17, that the proposed teacher evaluation instrument and the proposed administrator evaluation instrument should be limited to use by the first two sources (Table 16) of teacher evaluation and to use by the first two sources (Table 17) of the administrator evaluation.

Teacher Criteria-Field-Test Results

Respondents to this section were asked to indicate which source or sources could provide good, useable evaluation information on each of the criteria by placing X's in the spaces provided by each of the criteria or to leave all spaces blank if they felt none of the sources could use the criterion.

For purposes of this research all responses of 56% or better were considered positive and all responses of 44% or less were considered negative. Those falling on, or between were reported as slightly positive or negative depending on their position above or below the 50% point.

The criteria listed in Table 19 were determined by a survey of teachers and administrators throughout the NCTI/CCS in February, 1975. (Table 13) The evaluation instrument developed from the 1975 survey was field-tested during the Spring Quarter 1976. Results of the Field-Test are shown in Table 19.

TABLE 19

TEACHER CRITERIA - FIELD-TEST RESULTS

Responses %

Department Head (DH) Student (ST) Self (SF) Administrator (A) Peer(P)

DH	ST	SF	A	Criteria
76.3		78.0		a. Develop in writing clearly defined and appropriate goals.
76.3		74.6		b. Develop in writing an outline for each instructional program.
61.0		71.2		c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes.
		61.0		d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes.
62.7		71.2		e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution.

TABLE 19 Con't

TEACHER CRITERIA - FIELD-TEST RESULTS

Responses % Criteria
Department Head (DH) Student (ST) Self (SF) Administrator (A) Peer(P)

DH	ST	SF	A	
55.9	50.8	69.5		f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution.
	45.8	61.0		g. Use pretesting procedures and instruments to ascertain student's academic needs.
54.2		72.9		h. Select learning resources appropriate to the specified learning objectives.
49.2		78.0		i. Develop instructional strategies to enable students to achieve learning objectives.
		72.9		j. Develop in writing thorough lesson plans for each instructional session.
	66.1	71.2		k. Communicate at a level appropriate to the ability of students to understand.
		86.4		l. Teach by own objectives developed for course.
	76.3	76.3		m. Show concern for student's academic welfare.
	61.0	72.9		n. Give each student a copy of the course outline, objectives, and method of grading.
				o. Ask students to state their purpose(s) and objectives (in writing) for taking this course.
				p. Ask students to state how they intend to accomplish (in writing) their objectives.
	45.8	74.6		q. Use instructional strategies to enable students to achieve learning objectives.
	44.1	72.9		r. Use available learning resources appropriate to specified learning objectives.
	64.4	84.7		s. Evaluate student performance and review results promptly.
		84.7		t. Collect and use feedback from experience with students to revise and update both content and methodology.
	45.8	78.0		u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course.
71.2		76.3	45.8	v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)
69.5		67.8	49.2	v. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly.

TABLE 19 Con't

TEACHER CRITERIA - FIELD-TEST RESULTS

Responses % Criteria

Department Head (DH) Student (ST) Self (SF) Administrator (A) Peer (P)

DH	ST	SF	A	
64.4		78.0	45.8	x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and National organizations.
69.5		71.2	62.7	y. Participate in the development and evaluation of the philosophy, objectives, policies,and procedures of the institute.
72.9		78.0		z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.)
72.9		76.3		aa.Participate in evaluation of instructional programs and teaching effectiveness in the department or division.
67.8		74.6	64.4	bb.Serve on college-wide committees.
61.0		71.2		cc.Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution.
47.5		71.2		dd.Use his professional skills and abilities in community affairs.

Careful examination of Table 19 reveals serveral interesting facts. One of the more obvious facts is that the Peer (P) source of evaluation is not shown in the Responses % column which means that the percentage response to Peer evaluation on each criterion was less than 44%. A second fact is that the Self (SF) sources of evaluation received a 61.0% or better response on every criterion except (o) and (p). We also find that criterion (o) and (p) failed to receive a single positive response for any of the sources. A fourth fact is that the Department Head (DH) source of evaluation received positive responses on all of the broad instructional preparation criteria and on all of the institutional responsibility criteria except one. Table 19 also shows that the Student (ST) source of evaluation received only five responses above 50.0%, and that the Administrator (A) source of evaluation had only two responses better than 50.0%.

It appears, from the data in Table 19, that the proposed evaluation instrument could be used by the teacher as a guideline for the development of his objectives and as a means of agreement between the teacher and department head on the major (broad) instructional and institutional objectives.

Administrator Criteria - Field-Test Results

Respondents to this section were asked to indicate which source or sources could provide good, useable evaluation information on each of the criteria by placing X's in the spaces provided by each of the criteria or to leave all spaces blank if they felt none of the sources could use the criterion.

For purposes of this research all responses of 56% or better were considered positive and all responses or 44% or less were considered negative. Those falling on, or between were reported as slightly positive or negative depending on their position above or below the 50% point.

The criteria listed in Table 20 were determined by a survey of teachers and administrators throughout the NCTI/CCS in February, 1975. (Table 14). The evaluation instrument developed from the 1975 survey was field-tested during the Spring Quarter, 1976. Results of the Field-Test are shown in Table 20.

TABLE 20

ADMINISTRATOR CRITERIA - FIELD-TEST RESULTS

Responses % Criteria
Immediate (IS) Administrator's (AS) Self (SF) Teacher (T) Peer (P) Student (ST)
Supervisor Staff

IS	AS	SF	
69.5	44.1	57.6	a. Develop (in writing) long-range goals for area of responsibility (consistent of the school's mission).
59.3		55.9	b. Develop short-range goals for area of responsibility (in writing).
61.0		55.9	c. Develop (in writing) organizational plans and procedures to attain goals set for department.
64.4	55.9	62.7	d. Organize staff (personnel) to obtain goals set for department.
66.1	49.2	61.0	e. Develop (in writing) job descriptions for each staff position.
62.7	50.8	57.6	f. Develop (in writing) job specifications.
61.0	54.2	59.3	g. Make job assignments according to specifications.
49.2	49.2	54.2	h. Require staff to develop written performance objectives.
61.0	47.5	61.0	i. Evaluate staff members each year and make firm recommendations.

TABLE 20 Con't

ADMINISTRATOR CRITERIA - FIELD-TEST RESULTS

Immediate Supervisor (IS) Administrator's Staff (AS) Self (SF) Teacher (T) Peer (P) Student (ST)

IS	AS	SF	
64.4	61.0	59.3	j. Arrange in-service experience for staff members as need becomes apparent.
62.7	49.2	61.0	k. Demonstrate adequate knowledge in his specialty.
67.8		61.0	l. Request (seeks) support (budgetary, etc.) for his plans.
62.7		64.4	m. Establish priorities and allocate time according to these priorities.
57.6	47.5	55.9	n. Observe a reasonable and demanding schedule.
69.5		52.5	o. Develop (in writing) performance objectives stated in behavioral outcomes.
		52.5	p. Develop (in writing) a program (reading,etc.) to keep up with the latest developments in his specialty.
55.9		57.6	q. Submit his plans in conference and in writing to supervisor.
	52.5	54.2	r. Submit his plans in conference and in writing to staff.
66.1		67.8	s. Attend all scheduled meetings punctually (office hours, appointments, etc.)
69.5		62.7	t. Properly and promptly perform routine administrative duties (reports, forms, etc).
66.1		67.8	u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences local, state, and national organizations.
69.5		66.1	v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.
59.3		54.2	w. Participate in evaluation of management techniques and management effectiveness.
54.2		66.1	x. Participate in evaluation of instructional programs in teaching effectiveness.
		61.0	y. Use his professional skills and abilities in community affairs.
47.5		57.6	z. Participate in student advisory programs.
45.8		55.9	aa. Serve as sponsor-advisor for any student organization officially recognized by the institution.

Examination of Table 20 reveals a number of interesting facts. The first and most obvious fact is that the last three sources of evaluation, (Teacher, Peer, and Student) are not shown in the Responses % column which means that the percentage response to the last three sources on each criterion was less than 44.%. A second fact is that the Self (SF) sources of evaluation received a 52.5% or better responses on every criterion. A third fact is that the Immediate Supervisor (IS) source of evaluation received a response of 54.2% or better on all but six of the criteria. We also find that the Administrator's Staff (AS) sources of evaluation received eleven reportable scores; four of which where above 50.8%.

It appears, from the data in Table 20, that the proposed evaluation instrument could be used by the administrator as a guideline for the development of his objectives and as a means of agreement between the administrator and department head on the personal and institutional objectives.

Attitudes Toward the Criteria Selected for use in the Field-Test

Respondents to this section were asked for their opinions about each criterion by indicating one of four descriptive scales: (1) should be eliminated, (2) needs a great deal of modification, (3) should be reworded, and (4) okay as stated. If the response was a 3 or a 2, each respondent was asked to indicate any rewording or changes. Only responses of 20% or better have been shown in Table's 21 and 22.

TABLE 21

ATTITUDES TOWARD SELECTED TEACHER CRITERIA

Responses % Criteria

4 Okay as Stated	3 Should be reworded	2 Needs a great deal of modification	1 Should be eliminated

4	1	
71.2		a. Develop in writing clearly defined and appropriate goals.
72.9		b. Develop in writing an outline for each instructional program.
57.6		c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes.
22.0	42.4	d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes.
76.3		e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution.
61.0		f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution.
57.6		g. Use pretesting procedures and instruments to ascertain student's academic needs.
57.6		h. Select learning resources appropriate to the specified learning objectives.
49.2		i. Develop instructional strategies to enable students to achieve learning objectives.

TABLE 21 Con't

ATTITUDES TOWARD SELECTED TEACHER CRITERIA

Responses %

4	3	2	1
Okay as Stated	Should be reworded	Needs a great deal of modification	Should be eliminated

4	1	Criteria
35.6	28.8	j. Develop in writing thorough lesson plans for each instructional session.
79.7		k. Communicate at a level appropriate to the ability of students to understand.
50.8		l. Teach by own objectives developed for course.
76.3		m. Show concern for student's academic welfare.
74.6		n. Give each student a copy of the course outline, objectives, and method of grading.
22.0	52.5	o. Ask student to state their purpose(s) and objectives (in writing) for taking this course.
	57.6	p. Ask students to state how they intend to accomplish (in writing) their objectives.
52.5		q. Use instructional strategies to enable students to achieve learning objectives.
67.8		r. Use available learning resources appropriate to specified learning objectives.
81.4		s. Evaluate student performance and review results promptly.
66.1		t. Collect and use feedback from experience with students to revise and update both content and methodology.
61.0		u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course.
83.1		v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)
84.7		w. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly.
72.9		x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations.
69.5		y. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institute.
78.0		z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.)

TABLE 21 Con't

ATTITUDES TOWARD SELECTED TEACHER CRITERIA

Responses %

Criteria

4	3	2	1
Okay as Stated	Should be reworded	Needs a great deal of modification	Should be eliminated

4	1	
69.5		aa. Participate in evaluation of instructional programs and teaching effectiveness in the department or division.
76.3		bb. Serve on college-wide committees.
61.0		cc. Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution.
55.9		dd. Use his professional skills and abilities in community affairs.

TABLE 22

ATTITUDES TOWARD SELECTED ADMINISTRATOR CRITERIA

Responses %

Criteria

4	3	2	1
Okay as Stated	Should be reworded	Needs a great deal of modification	Should be eliminated

4	1	
76.3		a. Develop in writing long-range goals for area of responsibility (consistent of the school's mission.)
64.4		b. Develop short-range goals for area of responsibility (in writing).
59.3		c. Develop in writing organizational plans and procedures to attain goals set for department.
79.7		d. Organize staff (personnel) to obtain goals set for department.
71.2		e. Develop in writing job descriptions for each staff position.
66.1		f. Develop in writing job specifications.
62.7		g. Make job assignments according to specifications.
44.1	25.4	h. Require staff to develop written performance objectives.

TABLE 22 Con't

ATTITUDES TOWARD SELECTED ADMINISTRATOR CRITERIA

Responses %

Criteria

4	3	2	1
Okay as Stated	Should be reworded	Needs a great deal of modification	Should be eliminated

4	1	
78.0		i. Evaluate staff members each year and make firm recommendations.
81.4		j. Arrange in-service experience for staff members as need becomes apparent.
72.9		k. Demonstrate adequate knowledge in his specialty.
74.6		l. Request (seeks) support (budgetary, etc.) for his plans.
72.9		m. Establish priorities and allocate time according to these priorities.
omitted on print out		n. Observe a reasonable and demanding schedule.
47.5	25.4	o. Develop in writing performance objectives stated in behavioral outcomes.
33.9	30.5	p. Develop in writing a program (reading, etc.) to keep up with the latest developments in his specialty.
52.5	22.0	q. Submit his plans in conference and in writing to supervisor.
55.9		r. Submit his plans in conference and in writing to staff.
76.3		s. Attend all scheduled meetings punctually (office hours, appointments, etc.).
81.4		t. Properly and promptly perform routine administrative duties (reports, forms, etc).
76.3		u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or siminars whenever possible, courses of related study, local, state, and national organizations.
79.7		v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.
71.2		w. Participate in evaluation of management techniques and management effectiveness.
66.1		x. Participate in evaluation of instructional programs in teaching effectiveness.
59.3		y. Use his professional skills and abilities in community affairs.
59.3		z. Participate in student advisory programs.
45.8	25.4	aa. Serve as sponsor-advisor for any student organization officially recognized by the institution.

As can be seen from Tables' 21 and 22, only two of the four possible categories received scores (20% or better) large enough to report. Every teacher criterion except (p.) and every administrator criterion received reportable scores in the fourth (Okay as stated) category. Four of the teacher criteria (d,j,a, and p) and five of the administrator criteria (h,o,p,q and aa) received reportable scores in the first (Should be eliminated) category. Three of the teacher scores (d, o & p) where high enough to eliminate them as criteria for teacher evaluation. None of the administrator criteria received scoures high enough to eliminate them, however, the responses in the first and fourth categories for criterion (p) were so close that a revision or rewording should be considered.

Limitations

The field-test data presented in this report, at the very best, must be considered as good indicators of the teacher and administrator opinions since there were a number of limiting factors.

The first limiting factor was the method of choosing the field-test sites on a voluntary basis. This automatically biased the results since volunteers have a more favorable attitude toward evaluation than non-volunteers. Another limiting factor was the choice of the Spring quarter as the time period for the field-test. With the end of quarter, end of the fiscal year, and summer vacations coming up, it just increased the work load and caused a great deal of resentment. A third limiting factor was the length of the field-test. One quarter did not provide the time needed to thoroughly test the proposed evaluation procedures and instruments. A fourth limiting factor is that very few of the teachers and administrators studied the proposed evaluation procedures, and as a result their answers on the teacher/administrator opinionnaire are based more on their opinions than actual field-test results. A fifth limiting factor is that only 59 out of 180 teacher/administrator opinionnaires were returned. A sixth limiting factor was that none of the institutions actually tested the evaluation instruments with all of the sources of evaluation. A seventh and final limitation was the fact that each institution conducted the field test more or less as they felt it should be done. Some schools used a large number of students to test the teacher instrument while others used only a handful. Some schools used the test instrument in lieu of their own while others used it in conjunction with their current evaluation instrument.

CONCLUSIONS AND IMPLICATIONS

Conclusions

The purpose of this research was to develop an evaluation system, for teachers and administrators, based upon measureable criteria. The findings were based upon two separate questionnaires. The responses of 181 full-time students, 150 full-time teachers, and 92 full-time administrators enrolled or employed in the NCTI/CCS during the Winter quarter, 1974-75 school year. The results of the second questionnaire were based upon the responses of 21 full-time teachers, 21 full-time administrators, and 2 unknown respondents enrolled or employed in the NCTI/CCS during the Spring quarter, 1975-76 school year. The findings appear to justify the following conclusions.

a. Although all three groups had positive attitudes toward evaluation, generally, attitudes toward evaluation were rather poor.

b. Although most teachers believe evaluations should be conducted each year (Table 6), most teachers have very little faith in the evaluation process. Students and administrators, although slightly more favorable than teachers, appear to have very little faith in the evaluation process, also.

c. Teachers held significantly lower attitudes toward evaluation of their classroom effectiveness than either the students or administrators.

d. Attitudes toward administrator evaluation, although positive, were also rather poor.

e. Teacher attitudes toward administrator evaluation were even less favorable than they were for teacher evaluation while the administrators were slightly more favorable toward administrator evaluation than toward teacher evaluation.

f. Students felt that the "student", "administrator", and "department head" sources of evaluation were essential to evaluation of the teacher's classroom effectiveness. However, students placed very little value on "peer" and "self" sources of evaluation.

g. Teacher attitudes toward the "department head", "student", "administrator", and "self" sources of teacher evaluation were very favorable, and teachers appeared to consider them essential to any evaluative process. They placed very little value on the "peer" source of evaluation.

h. Administrators appeared to consider the "student", "department head", "administrator", and "self" sources of evaluation essential to an evaluation system of the teacher's classroom effectiveness. They appeared to place very little value on the "peer" source of evaluation.

i. Teachers appeared to consider the "immedicate supervisor", "teacher", "administrative staff", and "self" sources essential to an evaluation system of the administrator's effectiveness on the job. They seemed to place little value on the "peer" and "student" sources of administrator evaluation.

j. Administrators felt that the "immediate supervisor", "self", "administrative staff", and "teacher" sources were essential to an evaluation system of the administrator's effectiveness on the job. Administrators seemed to judge the "peer" and "student" sources of very little value to the evaluative process.

k. Although the teachers and administrators appeared to consider the "department head", "student", "administrator", and "self" sources of evaluation essential to teacher evaluation, they both felt that the "self" and "department head" sources of evaluation were the only sources that could use the teacher evaluation instrument developed from the initial research.

l. Although the administrators and teachers appeared to consider the "immediate supervisor", "self", "administrative staff", and "teacher", sources of evaluation essential to administrator evaluation, they both felt that the "self" and "immediate supervisor" were the only sources that could use the administrator evaluation instrument developed from the initial research.

m. Based upon results from the initial survey, teachers and administrators both had positive attitudes toward each teacher evaluation criterion and each administrator evaluation criterion. As a result, all the teacher criteria were included in the teacher evaluation instrument developed from this research, and all the administrator criteria were included in the administrator evaluation instrument developed from this research.

Implications

The analysis of the data and the conclusions drawn therefrom should hold a great deal of significance for the administrators and teachers throughout the NCTI/CCS. The author considers the following to be important implications.

a. The low level of attitude exhibited by students, teachers, and administrators toward evaluation must come from evaluation systems currently in use. Inadequately designed or incompletely designed evaluation systems have contributed a great deal to the low level of attitude toward evaluation, but the most important factor to this low level of attitude toward evaluation is the manner in which the evaluation system is implemented. In many cases the evaluation instrument(s) are fill out, sent to the proper individuals, filed and that is the end of it. On the other hand some evaluation systems are built on negative feed back, and only those individuals who are doing poorly in the eyes of the evaluator are made aware of the results. There is no doubt that the above conditions have contributed to the low level of attitude toward evaluation.

b. The lack of a clear declaration of the purpose of the evaluation process probably contributed a great deal to the low level of attitude toward evaluation. The primary function of the community college/ technical institutes is teaching, and therefore, the primary purpose should be to improve classroom teaching, rather than any number of other frequently used purposes. A declaration of the purpose of evaluation will go a long way toward improving attitudes toward evaluation, particularly among teachers.

c. Based on the results and conclusions of the initial survey, students, teachers, department heads, and administrators should be included in the teacher evaluation process. In view of this, evaluation systems must be developed with the involvement of all the groups mentioned above. Although all of the above groups should be involved in teacher evaluation, field-test results indicate that a single evaluation instrument cannot provide good, useable evaluation data from all of the sources.

d. Based on the results and conclusions of the initial survey, immediate supervisors, administrators, administrators' staffs, and teachers should be included in the administrator evaluation process. In view of this, evaluation systems must be developed with the involvement of all the groups mentioned above. However, as with the teacher system, field-test results indicate that a single evaluation instrument cannot provide good, useable evaluation data from all of the sources.

e. The "peer" source of evaluation was also perceived to have a positive role in the teacher evaluation process. Although "peer" evaluation appears to be a very logical, valueable sources, further research should be conducted using an instrument specifically designed for "peer" evaluation before including or excluding the "peer" source from the teacher evaluation process.

f. The "peer" and "student" sources of evaluation were also perceived to have positive roles in the administrator evaluation process. However, further research, with instruments specially designed for each group, is suggested before including or excluding the "peer" and/or the "student" sources of evaluation.

g. Based upon the field-test results, it appears that all but three of the teacher criteria are okay-as-stated. Of the three that are questionable, it appears that two should be eliminated as criteria, and the third should be rewritten.

h. Based upon the field-test, it appears that all of the administrator criteria are okay-as-stated.

i. The field-test results seemed to indicate that the list of teacher criteria and the list of administrator criteria presented by this project were all inclusive. However, it is safe to assume that thirty or so criteria cannot possibly cover all of the numerous and large varieties of responsibilities and activities of the community college teacher and/or administrator.

j. Based on the field-test results, it also appeared that most teachers and administrators felt that the evaluation instruments required every teacher and administrator to have a written objective for every single one of their respective criteria. However, the probability of an individual teacher or administrator having job duties and activities covered by every one of the criteria is highly unlikely.

k. Based upon the field-test, it appeared that the teacher evaluation instrument and the administrator evaluation instrument could be used by the "self" and "department head" sources of evaluation and the "self" and "immediate supervisor" sources of evaluation respectively.

l. Finally, the inclusion of the other sources for teacher and administrator evaluation will probably require the use of other instruments specifically designed for each source of evaluation. Instruments for the various sources of evaluation, prepared from this research or selected from other research material can be found in the appendices.

One final conclusion that can be drawn from this research study is that the teacher and administrator criteria can be used as good, valid evaluation criteria. This conclusion is based on the fact that every single teacher and administrator criterion received a positive score of 3.0 or better on the initial survery, and the fact that almost all of the teacher and administrator criteria were judged to be okay-as-stated by the field-test sites. The instruments proposed by this study merely represent one method of using the criteria determined by this research.

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APPENDICES

Appendix A. Survey Instrument

EVALUATION QUESTIONNAIRE

I. GENERAL INFORMATION. This is a questionnaire designed to obtain information about evaluation of teachers and administrators in the community colleges and technical institutes in North Carolina. Please read all parts carefully and be sure to complete all questions that apply to you. Please note that some questions are restricted to specific groups. Such questions are annotated and you should not complete them unless you are a part of the group(s) indicated. In those questions asking how you feel about specific items, please give your real attitude at all times. When you have completed the questionnaire, please check to make sure all questions that apply to you have been answered; then place it in the self-addressed envelope and drop it in the mail. Do not place your name on the questionnaire.

II. DEFINITIONS. The following terms are defined in order for your complete understanding of the questions. Teacher effectiveness refers to the extent that the teacher acts in ways in the classroom that are favorable to the development of basic skills, understandings, work habits, desirable attitudes, value judgments, and adequate personal adjustment of students. Evaluation is used to mean a formal rating involving use of structured instruments and/or procedures containing criteria as determined useful to and describable of administrators and teachers.

III. BIOGRAPHICAL INFORMATION. The following information is necessary in order to completely analyze your opinions along with those of the others that have been included in this survey. Please read each question carefully and clearly place in the box provided the number of the response which best answers the question. Question "H" is an exception and requires you to fill in the appropriate block.

A. What is your current status with the community college or technical institute?

☐

1. Full-time student
2. Full-time teacher
3. Full-time administrator

B. Sex?

☐ 1. Male
2. Female

C. Race?

☐ 1. Black 3. White
2. American Indian 4. Other (specify) ______

D. Age?

☐ 1. Less than 20 4. 26-29 7. 50-59
2. 20-22 5. 30-39 8. 60-65
3. 23-25 6. 40-49 9. Over 65

E. (FOR STUDENTS ONLY) In what program are you currently enrolled?

☐ 1. College transfer 4. Vocational
2. General education 5. Other
3. Technical

F. (FOR ADMINISTRATORS AND TEACHERS ONLY) What degree (highest) do you currently hold?

☐ 1. High school diploma, equivalent, or less 3. BS or BA
4. Master's degree
2. Associate degree 5. Doctorate

G. (FOR TEACHERS ONLY) In which of the following programs is your major area of instruction?

☐ 1. College transfer 4. Vocational
2. General education 5. Other
3. Technical

H. (FOR ADMINISTRATORS AND TEACHERS ONLY) How much experience do you have in each of the following areas? (Please enter your experience to the nearest full year.)

	Teaching Exp.	Administrative Exp.	Other Exp.
1. Grades K-8			
2. Grades 9-12			
3. Community College/ Technical Institute			
4. Junior College			
5. 4-Year Institution			
6. Business/Industry/ Professional			
7. Military			

I. (FOR ADMINISTRATORS AND TEACHERS ONLY) How long have you been employed in that capacity in your current institution and in any similar position in the North Carolina Community College System?

☐
1. Less than 5 years
2. 5-10 years
3. Over 10 years

J. (FOR ADMINISTRATORS AND TEACHERS ONLY) Does your institution have an evaluation instrument and/or evaluation procedure for teachers?

☐
1. No
2. Yes
3. Don't know

K. (FOR ADMINISTRATORS AND TEACHERS ONLY) Does your institution have an evaluation instrument and/or evaluation procedure for administrators?

☐
1. No
2. Yes
3. Don't know

IV. This section of the questionnaire is designed to obtain data about your attitude toward formal evaluation of the classroom effectiveness of teachers and the competence of administrators. Please read each question carefully and check either "Yes, in most cases" or "No, in most cases," whichever more clearly describes your feeling about the statement. In answering these questions, evaluation need not be interpreted as evaluation by any particular individual or group, or any combination of individuals or groups.

L. (FOR STUDENTS, TEACHERS AND ADMINISTRATORS)

	Yes, in most cases	No, in most cases
1. Is evaluation an effective means of improving the competence of a teacher?		
2. Are evaluations of teacher's competence accurate?		
3. Is evaluation an effective means of eliminating incompetent teachers?		
4. Should teachers be paid according to their competence as determined by evaluation?		

L. (continued)

	Yes, in most cases	No, in most cases
5. Should teaching be evaluated each year?		
6. Should the teacher's reemployment depend upon evaluation?		
7. Is it possible to evaluate a teacher's competence accurately?		

M. (FOR ADMINISTRATORS AND TEACHERS ONLY)

	Yes, in most cases	No, in most cases
1. Is evaluation an effective means of improving the competence of an administrator?		
2. Are evaluations of administrator's competence accurate?		
3. Is evaluation an effective means of eliminating incompetent administrators?		
4. Should administrators be paid according to their competence as determined by evaluation?		
5. Should administrators be evaluated each year?		
6. Should the administrator's reemployment depend upon evaluation?		
7. Is it possible to evaluate an administrator's competence accurately?		

N. In your opinion, what is evaluation? (Please rate the following definitions of evaluation in accordance with the following scale.)

5	4	3	2	1	X
Excellent	Good	Average	Fair	Poor	Eliminate

a. ___ an assessment of merit.

b. ___ a method of acquiring and processing the data collected which can be used to improve instruction and the student's learning process.

c. ___ an aid of clarifying the significant goals and objectives of education.

d. ___ a process for determining the extent to which students are developing in the desired ways.

e. ___ a system of quality control in which it may be determined at each step in the teaching-learning process whether the process is effective or not, and if not, what changes must be made to ensure its effectiveness before it is too late.

O. In your opinion, what is the purpose of evaluation? (Please rate the following purposes of evaluation in accordance with the following scale.)

5	4	3	2	1	X
Excellent	Good	Average	Fair	Poor	Eliminate

a. ___ to improve instruction.

b. ___ to maintain and improve the effectiveness of administration.

c. ___ to improve task performance.

d. ___ to screen teachers and administrators for future promotions and/or greater job responsibilities.

e. ___ to differentiate teaching and administrative assignments.

f. ___ to grant merit or performance pay.

g. ___ to provide a basis for tenure decisions.

h. ___ to let the individual teacher or administrator know exactly what is expected of him and the degree to which his evaluator(s) feels he is meeting his responsibilities.

i. ___ to provide information on the strengths and weaknesses of individuals with the purpose of developing in-service and job upgrading programs to strengthen the individual in his areas of weaknesses.

j. ___ to provide a variety of input information for the purpose of making wise administrative decisions in regard to the total staff, departments and individuals.

V. This section of the questionnaire is designed to obtain your attitude as to what sources should be included in evaluating the teacher's classroom effectiveness and the competence of administrators. From the scale listed below, select the response which most accurately describes your attitude about each of the sources. If there is an additional source that you feel should be considered, please add it in the space provided.

5	4	3	2	1
Absolutely Essential	Probably Should Be Included	Maybe (Inclusion Depends on Local Circumstances that Differ between Institutions)	Probably Should Not Be Included	Absolutely Should Not Be Included

P. (FOR STUDENTS, TEACHERS AND ADMINISTRATORS) Teachers should be evaluated by-

a. ___ Self (written form)

b. ___ Peers

c. ___ Students

d. ___ Administrators

e. ___ Alumni (includes former students)

f. ___ Department heads

g. ___ Outside consultants

h. ___ Employers of former students

i. ___ Other (specify) ________________________

Q. (FOR TEACHERS AND ADMINISTRATORS ONLY) Administrators should be evaluated by-

a. ___ Self (written form)

b. ___ Peers (other administrators)

c. ___ Students

d. ___ Administrative staff

e. ___ Alumni (includes former students)

f. ___ Lay residents (craftsmen, business people, mechanics, etc.)

g. ___ Outside consultants

h. ___ Teachers

i. ___ Immediate supervisor(s)

j. ___ Other (specify) ____________________________

R. (FOR TEACHERS AND ADMINISTRATORS ONLY) How often should you be evaluated by each of the sources listed below? (Please place the number designating your response in the box provided by each source.)

1. once/quarter
2. once every other quarter
3. once/course
4. twice/course
5. twice/year
6. once/year
7. once/2 years
8. once/3 years
9. once/4 years
10. not at all

a. Self ☐

b. Peers ☐

c. Students ☐

d. Alumni, including former students ☐

e. Outside consultants ☐

f. (TEACHERS ONLY) Administrators ☐

g. (TEACHERS ONLY) Department heads ☐

h. (TEACHERS ONLY) Employers of former students ☐

i. (ADMINISTRATORS ONLY) Teachers ☐

j. (ADMINISTRATORS ONLY) Administrator's staff ☐

k. (ADMINISTRATORS ONLY) Immediate supervisor ☐

l. (ADMINISTRATORS ONLY) Lay residents ☐

S. (FOR TEACHERS AND ADMINISTRATORS ONLY) When should your evaluation be conducted? (Please place the number designating your response in the box provided by each source.)

1. within time periods established by each institution
2. at a time specified by the evaluated
3. at a time specified by the evaluator(s)
4. at an unannounced time
5. all of the previous statements
6. statements 2, 3, and 4
7. never

a. Self ☐

b. Peers ☐

c. Students ☐

d. Alumni, including former students ☐

e. Outside consultants ☐

f. (TEACHERS ONLY) Administrators ☐

g. (TEACHERS ONLY) Department heads ☐

h. (TEACHERS ONLY) Employers of former students ☐

i. (ADMINISTRATORS ONLY) Teachers ☐

j. (ADMINISTRATORS ONLY) Administrator's staff ☐

k. (ADMINISTRATORS ONLY) Immediate supervisor ☐

l. (ADMINISTRATORS ONLY) Lay residents ☐

VI. (FOR TEACHERS AND ADMINISTRATORS ONLY) This section is designed to obtain your opinion about possible criteria to be used in evaluation. There are two questions, the first refers to criteria for evaluating teachers, and the second refers to criteria for administrators. Teachers and administrators should complete both questions. Please rate each of the listed criteria in accordance with the scale listed.

T. Should a teacher- (Use the scale listed below)

5	4	3	2	1	X
MUST DO	SHOULD DO	GOOD IDEA	MAYBE	POOR IDEA	ELIMINATE

a. ___ develop clearly defined and appropriate goals?
b. ___ develop an outline for his instructional program(s)?
c. ___ develop major (quarterly) objectives for his course(s)?

d. ___ develop minor (weekly) objectives for his course(s)?
e. ___ state the objectives in measurable behavioral outcomes?
f. ___ give each student a copy of the course outline and objectives
g. ___ prepare thoroughly for each instructional program?
h. ___ develop and/or use instructional strategies which enable students to achieve learning objectives?
i. ___ provide alternative methods of instruction to meet the needs of different students?
j. ___ teach by objectives (own) developed for the course(s)?
k. ___ use evaluation instruments which measure the degree to which the student has achieved the goals and objectives of the learning sequence?
l. ___ show concern for the academic welfare of students?
m. ___ use diagnostic procedures and instruments to ascertain student needs?
n. ___ communicate at a level appropriate to the ability of students to understand?
o. ___ be fair and reasonably prompt in evaluation of student performance?
p. ___ establish clearly defined grading procedures and standards in accordance with the grading policy of the institution?
q. ___ collect and use feedback from experience with students to revise and update content, objectives, and instructional strategies?
r. ___ ask students to state how they intend to accomplish their objectives?
s. ___ ask students to state their purpose and objectives for taking this course?
t. ___ serve on and/or chair divisional and college wide committees?
u. ___ assume divisional responsibilities?
v. ___ use his professional skills and abilities in community affairs?
w. ___ properly and promptly perform routine administrative duties (reports, forms, grades, etc.)?
x. ___ participate in student advisory programs?
y. ___ participate in evaluation of instructional programs and teaching effectiveness of his department or division?
z. ___ attend all staff and faculty meetings, all general faculty committee meetings unless excused by his divisional chairman?
aa. ___ be punctual and consistent in attending scheduled meetings (class, labs, office hours, appointments, etc.)?
bb. ___ participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution?
cc. ___ evaluate textbooks, equipment, and supplies and recommend his choices for adoption by dates specified by the institution?

dd. ___ show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community college/professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses of related study, and/or (5) Local, state and national organizations? (PLEASE CIRCLE HOW MANY OF THE FIVE ACTIVITIES LISTED ABOVE A TEACHER SHOULD PARTICIPATE IN.)

(5 of 5) (4 of 5) (3 of 5) (2 of 5) (1 of 5)

U. Should an administrator- (Use the scale listed below)

5	4	3	2	1	X
MUST DO	SHOULD DO	GOOD IDEA	MAYBE	POOR IDEA	ELIMINATE

a. ___ develop long range goals for his department or area of responsibility?
b. ___ develop short range goals for his department or area of responsibility?
c. ___ develop performance objectives?
d. ___ state his performance objectives in measurable terms?
e. ___ develop organizational plans and procedures to attain goals set for the department?
f. ___ develop job descriptions for each member of his staff?
g. ___ organize his staff to obtain goals set for his department?
h. ___ submit his plans in conference and in writing to his supervisors?
i. ___ request budgetary support for his plans?
j. ___ observe a reasonable and demanding schedule?
k. ___ establish priorities and allocate his time in accordance with his schedule?
l. ___ submit his plans in conference and in writing to his staff?
m. ___ develop job specifications and make job assignments based on these specifications?
n. ___ demonstrate adequate knowledge in his specialty?
o. ___ develop a reading program to keep up with the latest developments in his specialty?
p. ___ ask his staff to develop performance objectives?
q. ___ evaluate staff members individually each year and make firm recommendations?
r. ___ arrange in-service experience for his staff members as need becomes apparent?
s. ___ serve on, or chair divisional and college wide committees?
t. ___ use his professional skills and abilities in community affairs?
u. ___ properly and promptly perform routine administrative duties (reports, forms, etc.)?

v. ___ participate in student advisory programs?
w. ___ participate in evaluation of instructional programs in teaching effectiveness?
x. ___ participate in evaluation management techniques and management effectiveness?
y. ___ serve as sponsor or advisor for any student organization officially recognized by the institution?
z. ___ attend all staff and faculty meetings and all divisional or department meetings unless excused by his supervisor?
aa. ___ be punctual and consistent in attending scheduled meetings (office hours, appointments, etc.)?
bb. ___ participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution?
cc. ___ show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community College/professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses or related study, and/or (5) Local, state and national organizations? (PLEASE CIRCLE HOW MANY OF THE FIVE ACTIVITIES LISTED ABOVE AN ADMINISTRATOR SHOULD PARTICIPATE IN.)

(5 of 5) (4 of 5) (3 of 5) (2 of 5) (1 of 5)

VII. The two questions in this section are designed to obtain your opinion of this effort to collect data on evaluation. Administrators and teachers should complete both questions.

V. What is your opinion of this questionnaire? (Please answer the following statements (1)=No or (2)=Yes.

a. ___ Are the questions clear in meaning?
b. ___ Is it thorough enough?
c. ___ Do you think we will be able to determine what a teacher and an administrator are supposed to do?
d. ___ Did we leave out some important questions? If so, what?

____

____

____

W. What is your overall opinion of this research? (Please circle the number on the following scale which most appropriately represents your feeling about this research.)

9 8 7	6 5 4	3 2 1
One of the most interesting, informative, and useful surveys.	About average in interest, information, and usefulness.	One of the least interesting, informative, and useful surveys.

Appendix B

Occupational Research Unit
Department of Public Education
STATE BOARD OF EDUCATION
Raleigh, North Carolina 27611

TEACHER/ADMINISTRATOR OPINIONNAIRE

I. GENERAL INFORMATION. This is an opinionnaire designed to obtain information about the evaluation criteria and evaluation procedures which are undergoing field-test at six institutions in the North Carolina Technical Institute/Community College System. Please read all parts carefully and be sure to complete all questions that apply to you. In those questions asking how you feel about specific items, please give your real attitute at all times. When you have completed your opinionnaire, please check to make sure all questions that apply to you have been answered; then seal it in an envelope and deliver it to your project coordinator at your field test site. DO NOT PLACE YOUR NAME ON THE OPINIONNAIRE.

II. BIOGRAPHICAL INFORMATION. The following information is necessary in order to completely analyze your opinions along with those of the others that have been included in this survey. Please read each question carefully and clearly place in the box provided the number of the response which best answers the question.

A. What is your current status with the Community College/Technical Institute

1. Department Head/ Division Chariman
2. Full-time teacher
3 Full-time administrator

B. At which of the following institutions are you employed?

1. Guilford
2. Catawba
3. Carteret
4. Anson
5. Caldwell
6. Craven

C. (FOR TEACHERS ONLY). In which of the following programs is your major area of instruction?

1. College Transfer
2. General Education
3. Technical
4. Vocational
5. Other

III. This section of the opinionnaire is designed to obtain data about your attitude toward the evaluation procedures proposed for this field-test. Please read each question carefully and select the response which accurately describes your feeling about the statement.

D. Which of the following sources of teacher evaluation can use or cannot use the proposed teacher evaluation instrument?

2 can be used by	1 cannot be used by
a._____Department Heads	d._____Administrators
b._____Students	e._____Peers
c._____Self	f._____Any of the sources

E. Which of the following sources of administrator evaluation can use or cannot use the proposed administrator evaluation instrument?

2 can be used by	1 cannot be used by
a. _____Immediete Supervisor	e._____Peer
b. _____Administrative Staff	f._____Students
c. _____Self	g._____Any of the sources
c. _____Teacher	

F. Do you feel that a formal-informal evaluation process, as proposed by this research project, is a good idea?

a._____(If your answer is yes, how often should a formal evaluation be conducted?)

b._____ 1. Once/two years 3. Once/three years
2. Once/four years 4. Once/five years

G. Can the teacher evaluation instrument and the administrator evaluation instrument, as proposed by this project, provide good, useable evaluation from ANY of the sources of evaluation?

2 Yes	1 No

a. _____

IV. Please indicate which source or sources of evaluation which you feel can provide good, useable evaluation information on each of the criteria listed below by placing X"s in the spaces provided by each of the criteria. IF YOU FEEL THAT A CRITERION CANNOT BE USED BY ANY OF THE SOURCES, PLEASE LEAVE ALL THE SPACES BLANK.

H. TEACHER CRITERIA

5
Department Head (DH) Student (ST) Self (SF) Administrator(A) Peer (P)

5 DH	4 ST	3 SF	2 A	1 P	
__	__	__	__	__	a. Develop in writing clearly defined and appropriate goals.
__	__	__	__	__	b. Develop in writing an outline for each instructional program.

Appendix B

3

5	4	3	2	1
Department Head (DH)	Student (ST)	Self (ST)	Administrator (A)	Peer (P)

5 SH	4 ST	3 SF	2 A	1 P	
___	___	___	___	___	c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes.
___	___	___	___	___	d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes.
___	___	___	___	___	e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution.
___	___	___	___	___	f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution.
___	___	___	___	___	g. Use pretesting procedures and instruments to ascertain student's academic needs.
___	___	___	___	___	h. Select learning resources appropriate to the specified learning objectives.
___	___	___	___	___	i. Develop instructional strategies to enable students to achieve learning objectives.
___	___	___	___	___	j. Develop in writing thorough lesson plans for each instructional session.
___	___	___	___	___	k. Communicate at a level appropriate to the ability of students to understand.
___	___	___	___	___	l. Teach by own objectives developed for course.
___	___	___	___	___	m. Show concern for student's academic welfare.
___	___	___	___	___	n. Give each student a copy of the course outline, objectives, and method of grading.
___	___	___	___	___	o. Ask students to state their purpose(s) and objectives (in writing) for taking this course.
___	___	___	___	___	p. Ask students to state how they intend to accomplish (in writing) their objectives.
___	___	___	___	___	q. Use instructional strategies to enable students to achieve learning objectives.
___	___	___	___	___	r. Use available learning resources appropriate to specified learning objectives.
___	___	___	___	___	s. Evaluate student performance and review results promptly.
___	___	___	___	___	t. Collect and use feedback from experience with students to revise and update both content and methodology.
___	___	___	___	___	u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course.
___	___	___	___	___	v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)
___	___	___	___	___	w. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly.
___	___	___	___	___	x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/ professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and National organizations.
___	___	___	___	___	y. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institute.
___	___	___	___	___	z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.)
___	___	___	___	___	aa. Participate in evaluation of instructional programs and teaching effectiveness in the department or division.

Appendix B
4

H. TEACHER CRITERIA Con't

5	4	3	2	1
Department Head (DH)	Student (ST)	Self (SF)	Administrator (A)	Peer (P)

5 4 3 2 1
DH ST SF A P

__ __ __ __ __bb. Servie on college-wide committees.
__ __ __ __ __cc. Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution.
__ __ __ __ __dd. Use his professional skills and abilities in community affairs.

I. ADMINISTRATOR CRITERIA

6	5	4	3	2	1
Immedicate Supervisor (IS)	Administrator's Staff (AS)	Self (SF)	Teacher (T)	Peer(P)	Student (ST)

IS AS SF T P ST

__ __ __ __ __ __a. Develop (in writing) long-range goals for area of responsibility (consistent of the school's mission).
__ __ __ __ __ __b. Develop short-range goals for area of responsibility (in writing).
__ __ __ __ __ __c. Develop (in writing) organizational plans and procedures to attain goals set for department.
__ __ __ __ __ __d. Organize staff (personnel) to obtain goals set for department.
__ __ __ __ __ __e. Develop (in writing) job descriptions for each staff position.
__ __ __ __ __ __f. Develop (in writing) job specifications.
__ __ __ __ __ __g. Make job assignments according to specifications.
__ __ __ __ __ __h. Require staff to develop written performance objectives.
__ __ __ __ __ __i. Evaluate staff members each year and make firm recommendations.
__ __ __ __ __ __j. Arrange in-service experience for staff members as need becomes apparent.
__ __ __ __ __ __k. Demonstrate adequate knowledge in his specialty.
__ __ __ __ __ __l. Request (seeks) support (budgetary, etc.) for his plans.
__ __ __ __ __ __m. Establish priorities and allocate time according to these priorities.
__ __ __ __ __ __n. Observe a reasonable and demanding schedule.
__ __ __ __ __ __o. Develop (in writing) performance objectives stated in behavioral outcomes.
__ __ __ __ __ __p. Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty.
__ __ __ __ __ __q. Submit his plans in conference and in writing to supervisor.
__ __ __ __ __ __r. Submit his plans in conference and in writing to staff.
__ __ __ __ __ __s. Attend all scheduled meetings punctually (office hours, appointments, etc.).

I. ADMINISTRATOR CRITERIA con't

6	5	4	3	2	1
Immediate (IS) Supervisor	Administrator's (AS) Staff	Self (SF)	Teacher (T)	Peer (P)	Student (ST)

6 5 4 3 2 1
IS AS SF T P ST

__ __ __ __ __ __ t. Properly and promptly perform routine administrative duties (reports, forms, etc).

__ __ __ __ __ __ u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations.

__ __ __ __ __ __ v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.

__ __ __ __ __ __ w. Participate in evaluation of management techniques and management effectiveness.

__ __ __ __ __ __ x. Participate in evaluation of instructional programs in teaching effectiveness.

__ __ __ __ __ __ y. Use his professional skills and abilities in community affairs.

__ __ __ __ __ __ z. Participate in student advisory programs.

__ __ __ __ __ __ aa. Serve as sponsor-advisor for any student organization officially recognized by the institution.

V. This section of the opinionnaire is designed to obtain data about your attitude toward the evaluation criteria selected for use in this field-test. There are two questions, the first refers to criteria for teachers, and the second refers to criteria for administrators. Teachers and administrators should complete both questions. Please place the number of your response in the space provided which accurately describes your feelings about each of the criteria. IF YOUR SELECTION IS 3 OR 2 PLEASE INDICATE YOUR REWORDING OR CHANGES IN THE SPACE PROVIDED.

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

J. TEACHER CRITERIA

Instructional performance-preparation

a._____Develop in writing clearly defined and appropriate goals.

b._____Develop in writing an outline for each instructional program.

c._____Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes.

J. TEACHER CRITERIA con't

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

d._____Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes.

e._____Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution.

f._____Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution.

g._____Use pretesting procedures and instruments to ascertain student's academic needs.

h._____Select learning resources appropriate to the specified learning objectives.

i._____Develop instructional strategies to enable students to achieve learning objectives.

j._____Develop in writing thorough lession plans for each instructional session.

Instructional performance-implementation

k._____Communicate at a level appropriate to the ability of students to understand.

l._____Teach by own objectives developed for course.

m._____Show concern for student's academic welfare.

n._____Give each student a copy of the course outline, objectives, and method of grading.

o._____Ask students to state their purpose(s) and objectives (in writing) for taking this course.

J. TEACHER CRITERIA con't

Instructional performance-implementation

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

p._____Ask students to state how they intend to accomplish (in writing) their objectives.

q._____Use instructional strategies to enable students to achieve learning objectives.

r._____Use available learning resources appropriate to specified learning objectives.

Instructional performance-evaluation of results

s._____Evaluate student performance and review results promptly.

t._____Collect and use feedback from experience with students to revise and update both content and methodology.

u._____Use evaluative procedures which measure the degree to which the student have achieved the goals and objectives of the course.

Responsibilities as a member of the college community

v._____Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)

w._____Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly.

x._____Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations.

y._____Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution.

J. TEACHER CRITERIA con't

Responsibilities as a member of the college community

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

z.____Accept divisional responsibilities (serving on divisional committees, additional teaching leads, etc.)

aa.____Participate in evaluation of instructional programs and teaching effectiveness in the department or division.

bb.____Serve on college-wide committees.

cc.____Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution.

dd.____Use his professional skills and abilities in community affairs.

K. ADMINISTRATOR CRITERIA

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

Management performance-departmental

a.____Develop (in writing)long-range goals for area of responsibility (consistent with the school's mission).

b.____Develop short-range goals for area of responsibility (in writing).

c.____Develop (in writing) organizational plans and procedures to attain goals set for department.

d.____Organize staff (personnel) to obtain goals set for department.

K. ADMINISTRATOR CRITERIA con't

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

Management performance-personnel

e._____Develop (in writing) job descriptions for each staff position.

f._____Develop (in writing) job specifications.

g._____Make job assignments according to specifications.

h._____Require staff to develop written performance objectives.

i._____Evaluate staff members each year and make firm recommendations.

j._____Arrange in-service experience for staff members as need become apparent.

Management performance-personal

k._____Demonstrate adequate knowledge in his specialty.

l._____Request (seeks) support (budgetary, etc.) for his plans.

m._____Establish priorities and allocate time according to thses priorities.

n._____Observe a reasonable and demanding schedule.

o._____Develop (in writing) performance objectives stated in behavioral outcomes.

p._____Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty.

q._____Submit his plans in conference and in writing to supervisor.

r._____Submit his plans in conference and in writing to staff.

K. ADMINISTRATOR CRITERIA con't

4	3	2	1
Okay as stated	Should be reworded	Needs a great deal of modification	Should be eliminated

Responsibility as a member of the College Community

s._____Attend all scheduled meetings punctually (office hours, appointments,etc)

t._____Properly and promptly perfrom routine administrative duties (reports, forms, etc.)

u._____Show evidence of professional growth by participating in such activities as: internal development workshops, community college/ professionally sponsored workshops, conferences or seminars whenever possible courses of related study, local,state, and national organizations.

v._____Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.

w._____Participate in evaluation of management techniques and management effectiveness.

x._____Participate in evaluation of instructional programs in teaching effectiveness.

y._____Use his professional skills and abilities in community affairs.

z._____Participate in student advisory programs.

aa.____Serve as sponsor-advisor for any student organization officially recognized by the institution.

Appendix C

STUDENT EVALUATION FORM

Name of Teacher ______________________ Date Form Completed ______________________

Course Title, number, and section ______________________ Quarter: F W SP S Curriculum: Day Night

The following questionnaire format is of a YES-NO type asking whether the behavior did or did not occur. The purpose of this evaluation is to improve the teachers instructional performance by pointing out areas that need improvement as students see it.

Do not sign your name, and print or otherwise disguise your handwriting. Please be fair and honest in your responses.

After completing the questionnaire, turn it into the class representative (student). The class representative, after all forms are in, will seal them in a large envelope and deliver it to the Academic Dean's or Department Head's office immediately after class. The contents will not be returned to the teacher until after all final grades have been deposited with the registrar.

DID THE TEACHER IN THIS COURSE:

I.	Personal Relationships With Students	YES	NO
1.	Know or attempt to know student's?	____	____
2.	Talk with students before and/or after class?	____	____
3.	Give advice or assistance with persnal problems upon student's request?	____	____
4.	Discuss (answer questions) extraclass issues?	____	____
5.	Compliment students on good answers?	____	____
6.	Encourage (answer) all relevant questions in class?	____	____
7.	Treat all students equally regardless of sex, race, major, etc.?	____	____
8.	Ridicule, "ride" or otherwise embarrass students?	____	____
9.	Give individual help with course material?	____	____
10.	Lose control of himself in class (shout, curse, etc.)?	____	____
11.	Bother (harass) students during recitation, quizzes, etc.?	____	____
12.	Make threats concerning classwork?	____	____
13.	Make threats concerning personal behavior?	____	____
14.	Accept legitimate excuses, explanations for missing quizzes, etc.?	____	____
15.	Refuse to listen to or recognize other viewpoints in class?	____	____
16.	Say or indicate in some way that students are inferior?	____	____
17.	Provide special "help" sessions for course material (individual and/or class)?	____	____

	YES	NO
II. Classroom Administration		
1. Meet all scheduled (rescheduled) classes?		
2. Arrive on time for all classes?		
3. Inform class if he would be absent?		
4. Discuss quiz dates or deadlines with students?		
5. End classes at end of classtime?		
a. Frequently let the class out early?		
b. Frequently hold class past scheduled time?		
6. Distribute a course outline or study plan (course objectives)?		
7. Follow course outline or study plan?		
8. Give examples of quiz items?		
9. Require and grade homework.		
10. Return papers and quizzes promptly?		
11. Permit classroom disturbances?		
12. Make false statements concerning course requirements (number of cuts, grading, etc.)?		
13. Give excessive work?		
14. Encourage use of library?		
III. Student Participation		
1. Ask students preference as to topics covered?		
2. Ask students to critique his teaching?		
3. Schedule quizzes, deadlines, etc., at the convenience of the class majority whenever possible?		
4. Encourage (ask for) discussion, questions, or student opinions?		
5. Ask quesions to determine class (individual) understanding of course material?		
6. Encourage class members to suggest guest speakers, field trips, etc.?		
IV. Classroom presence		
1. Appear well groomed?		
2. Speak clearly and distinctly?		
a. Mumble?		
b. Talk too softly?		
c. Talk in a monotone?		
3. Use dramatic gestures (phrases) to emphasize important points?		
4. Use humor in lecture to illustrate points?		
5. Use a variety of audio visual materials?		
6. Read lectures from notes or book?		
7. Appear nervous, ill-at-ease during lecture?		

YES NO

8. Talk or present material to rapidly? ____ ____
9. Give rambling, disorganized lecture? ____ ____
10. Look at students during lecture? ____ ____
11. Use language students understand? ____ ____
12. Use profane language excessively? ____ ____

V. Organization and Presentation of Material

1. Begin class with a review of previous work? ____ ____
2. Stress, in some way, important points in the material? ____ ____
3. Use current, pertinent, and/or personal examples to illustrate a point? ____ ____
4. Show usefulness of material in "real world"? ____ ____
5. Admit not knowing answer to a quesion? ____ ____
6. Use outside references to supplement **course**? ____ ____
7. Distribute handouts/notes to supplement lecture? ____ ____
8. Use visual aids to supplement lecture? ____ ____
9. Provide for field trips? ____ ____
10. Have guest lecturers? ____ ____
11. Have full command of the subject matter? ____ ____
12. Give lectures different from (supplement) text? ____ ____
13. Cover all course requirements? ____ ____
14. Avoid trivial detail? ____ ____
15. Answer questions; work problems if requested? ____ ____
16. Lecture over students heads? ____ ____
17. Give erroneous information about course material? ____ ____
18. Refuse to explain material? ____ ____
19. Make students learn "on their own"? ____ ____
20. Follow course schedule? ____ ____
21. Prepare for class? ____ ____

VI. Evaluation of Student Performance

1. Base tests on relevant (covered) material? ____ ____
2. Base tests on knowledge of principles rather than memorization? ____ ____
3. Base tests on emphasized material? ____ ____
4. Make tests too easy? ____ ____
5. Make tests too difficult? ____ ____
6. Schedule quizzes at regular intervals? ____ ____
7. Allow adequate time to complete tests? ____ ____
8. Provide proper environment for test (quiet, etc.)? ____ ____
9. Control cheating on tests? ____ ____
10. Comment on (correct) returned papers, quizzes, etc.? ____ ____

YES NO

11. Permit additional work to improve grade? ____ ____
12. Disregard lowest test score in grading? ____ ____
13. Use same test every quarter? ____ ____
14. Refuse to explain grading system? ____ ____
15. Tell how students are to be graded? ____ ____
16. Curve grades? ____ ____
17. Return all papers and quizzes? ____ ____
18. Grade all quizzes and assignments? ____ ____
19. Give makeup tests at mutual convenience? ____ ____
20. Grade on such things as major, sex, race, athlete, etc.? ____ ____
21. Grade on class attendance? ____ ____
22. Give final grades in accord with test scores? ____ ____
23. Grade on final exam only? ____ ____
24. Pass/fail a predetermined percentage of the class? ____ ____
25. Try to have makeup tests excessively difficult? ____ ____
26. Change a clearly unfair grade? ____ ____
27. Consider effort, participation, application in assigning final grade? ____ ____
28. Use student to grade work? ____ ____

VII. Interest in Job of Teaching

1. Make derogatory comments about teaching? ____ ____
2. Make derogatory comments about the course? ____ ____
3. Indicate he would rather consult and/or do research? ____ ____
4. Criticize fellow teachers? ____ ____
5. Encourage students to enter the teaching profession? ____ ____

Appendix D

TEACHER SELF-EVALUATION FORM

Name of Teacher ______________________ Date Form Completed ______________________

Course Title, number, & section ______________________

Quarter: F W SP S

Curriculum: Day Night

The following questionnaire format is of a YES-NO type asking whether the behavior did of did not occur. The purpose is to give the teacher a visible means of comparing what he thinks he does to what the students think he does, so that he will be able to detect areas in his teaching that need improvement.

Please be completely honest with yourself.

After completing the questionnaire, and after all student forms are in, turn your form in to the class representative. He will seal your form and all the student forms in a large envelope and deliver it to the Academic Dean's or Department Head's office immediately after class. After all final grades have been deposited with the registrar, the teacher will break the seal and tally the results. The teacher and the dean or department head will discuss the results and the teacher's plan-of-action at a date and time they agree upon.

IN THIS COURSE DID I:

I. Personal Relationships With Students	YES	NO
1. Know or attempt to know student's?	____	____
2. Talk with students before and/or after class?	____	____
3. Give advice or assistance with persnal problems upon student's request?	____	____
4. Discuss (answer questions) extraclass issues?	____	____
5. Compliment students on good answers?	____	____
6. Encourage (answer) all relevant questions in class?	____	____
7. Treat all students equally regardless of sex, race, major, etc.?	____	____
8. Ridicule, "ride" or otherwise embarrass students?	____	____
9. Give individual help with course material?	____	____
10. Lose control of myself in class (shout, curse, etc.)?	____	____
11. Bother (harass) students during recitation, quizzes, etc.?	____	____
12. Make threats concerning classwork?	____	____
13. Make threats concerning personal behavior?	____	____
14. Accept legitimate excuses, explanations for missing quizzes, etc.?	____	____
15. Refuse to listen to or recognize other viewpoints in class?	____	____
16. Say or indicate in some way that students are inferior?	____	____
17. Provide special "help" sessions for course material (individual and/or class)?	____	____

Appendix D
2

II. Classroom Administration	YES	NO
1. Meet all scheduled (rescheduled) classes?		
2. Arrive on time for all classes?		
3. Inform class if I would be absent?		
4. Discuss quiz dates or deadlines with students?		
5. End classes at end of classtime?		
a. Frequently let the class out early?		
b. Frequently hold class past scheduled time?		
6. Distribute a course outline or study plan (course objectives)?		
7. Follow course outline or study plan?		
8. Give examples of quiz items?		
9. Require and grade homework.		
10. Return papers and quizzes promptly?		
11. Permit classroom disturbances?		
12. Make false statements concerning course requirements (number of cuts, grading, etc.)?		
13. Give excessive work?		
14. Encourage use of library?		
III. Student Participation		
1. Ask students preference as to topics covered?		
2. Ask students to critique his teaching?		
3. Schedule quizzes, deadlines, etc., at the convenience of the class majority whenever possible?		
4. Encourage (ask for) discussion, questions, or student opinions?		
5. Ask quesions to determine class (individual) understanding of course material?		
6. Encourage class members to suggest guest speakers, field trips, etc.?		
IV. Classroom presence		
1. Appear well groomed?		
2. Speak clearly and distinctly?		
a. Mumble?		
b. Talk too softly?		
c. Talk in a monotone?		
3. Use dramatic gestures (phrases) to emphasize important points?		
4. Use humor in lecture to illustrate points?		
5. Use a variety of audio visual materials?		
6. Read lectures from notes or book?		
7. Appear nervous, ill-at-ease during lecture?		

		YES	NO
8.	Talk or present material to rapidly?	____	____
9.	Give rambling, disorganized lecture?	____	____
10.	Look at students during lecture?	____	____
11.	Use language students understand?	____	____
12.	Use profane language excessively?	____	____

V. Organization and Presentation of Material

1.	Begin class with a review of previous work?	____	____
2.	Stress, in some way, important points in the material?	____	____
3.	Use current, pertinent, and/or personal examples to illustrate a point?	____	____
4.	Show usefulness of material in "real world"?	____	____
5.	Admit not knowing answer to a quesion?	____	____
6.	Use outside references to supplement course?	____	____
7.	Distribute handouts/notes to supplement lecture?	____	____
8.	Use visual aids to supplement lecture?	____	____
9.	Provide for field trips?	____	____
10.	Have guest lecturers?	____	____
11.	Have full command of the subject matter?	____	____
12.	Give lectures different from (supplement) text?	____	____
13.	Cover all course requirements?	____	____
14.	Avoid trivial detail?	____	____
15.	Answer questions; work problems if requested?	____	____
16.	Lecture over students heads?	____	____
17.	Give erroneous information about course material?	____	____
18.	Refuse to explain material?	____	____
19.	Make students learn "on their own"?	____	____
20.	Follow course schedule?	____	____
21.	Prepare for class?	____	____

VI. Evaluation of Student Performance

1.	Base tests on relevant (covered) material?	____	____
2.	Base tests on knowledge of principles rather than memorization?	____	____
3.	Base tests on emphasized material?	____	____
4.	Make tests too easy?	____	____
5.	Make tests too difficult?	____	____
6.	Schedule quizzes at regular intervals?	____	____
7.	Allow adequate time to complete tests?	____	____
8.	Provide proper environment for test (quiet, etc.)?	____	____
9.	Control cheating on tests?	____	____
10.	Comment on (correct) returned papers, quizzes, etc.?	____	____

		YES	NO
11.	Permit additional work to improve grade?		
12.	Disregard lowest test score in grading?		
13.	Use same test every quarter?		
14.	Refuse to explain grading system?		
15.	Tell how students are to be graded?		
16.	Curve grades?		
17.	Return all papers and quizzes?		
18.	Grade all quizzes and assignments?		
19.	Give makeup tests at mutual convenience?		
20.	Grade on such things as major, sex, race, athlete, etc.?		
21.	Grade on class attendance?		
22.	Give final grades in accord with test scores?		
23.	Grade on final exam only?		
24.	Pass/fail a predetermined percentage of the class?		
25.	Try to have makeup tests excessively difficult?		
26.	Change a clearly unfair grade?		
27.	Consider effort, participation, application in assigning final grade?		
28.	Use student to grade work?		
VII.	Interest in Job of Teaching		
1.	Make derogatory comments about teaching?		
2.	Make derogatory comments about the course?		
3.	Indicate I would rather consult and/or do research?		
4.	Criticize fellow teachers?		
5.	Encourage students to enter the teaching profession?		

Appendix E

CHAIRMAN EVALUATION FORM

Name of Teacher ______________________ Date Form Completed ______________________

Course Title, number, and section ______________________ F W SP S Quarter ______________________ Day Night Curriculum ______________________

The following questionnaire format is of a YES-NO type asking whether a particular instructor performance did or did not occur. The chairman should determine whether the teacher is following his course outline, is teaching and testing by his objectives, and if learning is taking place. The chairman should also determine if non-instructional objectives are being met, and if the performance of routine administrative duties are being done satisfactorily.

After all evaluation team members have turned in their forms, the chairman will examine all of the forms, including student and self-evaluation forms, and make suggestions for improvement of the teacher's performance. He will send a copy of each team member's results and a copy of his suggestions to the teacher.

DID THE TEACHER IN THIS COURSE:

		YES	NO
I.	Instructional performance--preparation		
1.	Develop in writing clearly defined and appropriate goals?	____	____
2.	Develop in writing an outline for each instructional program?	____	____
3.	Develop in writing long range (quarterly) objectives for each course and state them in behavioral outcomes?	____	____
4.	Develop in writing short range objectives for each course and state them in behavioral outcomes?	____	____
5.	Develop in writing thorough lesson plans for each instructional session?	____	____
6.	Evaluate testbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution?	____	____
7.	Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution?	____	____
8.	Uses pretesting procedures and instruments to ascertain student's academic needs?	____	____
9.	Select learning resources appropriate to the specified learning objectives?	____	____
10.	Develop instructional strategies to enable students to achieve learning objectives?	____	____
II.	Instructional performance--implementation		
1.	Communicate at a level appropriate to the ability of students to understand?	____	____
2.	Show concern for the students' academic performance?	____	____
3.	Teach by own objectives developed for course?	____	____
4.	Give each student a copy of the course outline, objectives, and method of grading?	____	____
5.	Use instructional strategies to enable students to achieve learning objectives?	____	____

Appendix E

2

YES NO

6. Use available learning resources appropriate to specified learning objectives? ____ ____

III. Instructional performance--evaluation of results

1. Evaluate student performance and review results fairly and promptly? ____ ____
2. Collect and use feedback from experience with students to revise and update both content and methodology? ____ ____
3. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course? ____ ____

IV. Responsibilities as a Member of the College Community

1. Attend all scheduled meetings punctually (class, labs, office hours, faculty-staff meetings, etc.)? ____ ____
2. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly? ____ ____
3. Show evidence of professional growth by participating in such activities as: ____ ____

    ____Internal development workshops

    ____Community college/professionally sponsored workshops

    ____Conferences or siminars whenever possible

    ____Courses of related study

    ____Local, state, and national organizations

    ____Other approved activities

4. Accept divisional responsibilities (evaluation of instructional programs and teaching effectiveness, divisional committees, additional teaching loads when necessary, etc.)? ____ ____
5. Serve on college-wide committees? ____ ____
6. Participate in student advisory programs and/or sponsor or advise any student organization officially recognized by the institution? ____ ____

(Signature)________________________________
Division Chairman/Department Head

(Signature)________________________________
Teacher

PEER EVALUATION FORM

____ ________________________
Name of Teacher Date Form Completed

______________________________ F W SP S ______ Day Night ______
Course Title, number, and section Quarter Curriculum

The following questionnaire format is of a YES-NO type asking whether a particular instructor performance did or did not occur. The peer should determine whether the teacher is following his course outline, is teaching and testing by his objectives, and if learning is taking place. The peer evaluation should be limited to instructional performance.

After completing this form, turn it in along with suggestions for improvement of the teacher's performance to the division chairman.

DID THE TEACHER IN THIS COURSE:

	YES	NO
I. Instructional performance--preparation		
1. Develop in writing clearly defined and appropriate goals?	____	____
2. Develop in writing an outline for each instructional program?	____	____
3. Develop in writing long range (quarterly) objectives for each course and state them in behavioral outcomes?	____	____
4. Develop in writing short range objectives for each course and state them in behavioral outcomes?	____	____
5. Develop in writing thorough lesson plans for each instructional session?	____	____
6. Evaluate testbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution?	____	____
7. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution?	____	____
8. Uses pretesting procedures and instruments to ascertain student's academic needs?	____	____
9. Select learning resources appropriate to the specified learning objectives?	____	____
10. Develop instructional strategies to enable students to achieve learning objectives?	____	____
II. Instructional performance--implementation		
1. Communicate at a level appropriate to the ability of students to understand?	____	____
2. Show concern for the students' academic performance?	____	____
3. Teach by own objectives developed for course?	____	____
4. Give each student a copy of the course outline, objectives, and method of grading?	____	____
5. Use instructional strategies to enable students to achieve learning objectives?	____	____

YES NO

6. Use available learning resources appropriate to specified learning objectives? ____ ____

III. Instructional performance--evaluation of results

1. Evaluate student performance and review results fairly and promptly? ____ ____

2. Collect and use feedback from experience with students to revise and update both content and methodology? ____ ____

3. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course? ____ ____

Appendix G

TEACHER SELF EVALUATION FORM

This form is to be completed by the teacher and brought to the Chairman's conference after the chairman has visited your class.

Name of Teacher ______________________________ Date Form Completed ____________________

Area I - General Characteristics	Acceptable	Unacceptable
1. Appearance	☐	☐
2. Ability to get along with:		
Fellow Teachers	☐	☐
Parents	☐	☐
Chairman	☐	☐
Other Administrators	☐	☐
Secretaries, custodians, cafeteria workers	☐	☐
Teacher Aides	☐	☐
Others	☐	☐
3. Health	☐	☐
4. Attendance Record	☐	☐

Area II - Specific Teaching Variables — Variable Weighting:

1. I feel my knowledge of my teaching area is:

/ 5 / 4 / 3 / 2 / 1 / 10
Excellent Poor

2. I feel my knowledge of individual student's interests, abilities and needs is:

/ 5 / 4 / 3 / 2 / 1 / 10
Excellent Poor

3. I believe that my goals and objectives for my lessons are to me:

/ 5 / 4 / 3 / 2 / 1 / 10
Very Clear Not Clear

4. I believe that my goals and objectives for my lessons are to my students:

/ 5 / 4 / 3 / 2 / 1 / 10
Very Clear Not Clear

5. I believe my ability to use a variety of techniques and tools for instruction is:

/ 5 / 4 / 3 / 2 / 1 / 5
Excellent Poor

6. I individualize the student's program in my classes:

/ 5 / 4 / 3 / 2 / 1 / 10
Very Much Not at All

7. The classroom procedures that I use are:

/ 5 / 4 / 3 / 2 / 1 / 10
Well Organized Confusing

8. I make my lessons for the students:

/ 5 / 4 / 3 / 2 / 1 / 10
Very Interesting Boring

9. My explanations to the students are:

/ 5 / 4 / 3 / 2 / 1 / 10
Very Clear Confusing

10. My concerns for each student are:

/ 5 / 4 / 3 / 2 / 1 / 10
Outstanding Poor

11. My grading practices are:

/ 5 / 4 / 3 / 2 / 1 / 5
Very Fair Not Fair

12. I come to my classes:

/ 5 / 4 / 3 / 2 / 1 / 10
Well Prepared Poorly Prepared

13. The homework I assign is:

/ 5 / 4 / 3 / 2 / 1 / 5
Very Purposeful Not Purposeful

14. My control of student behavior is:

/ 5 / 4 / 3 / 2 / 1 / 5
Excellent Poor

15. My classroom assignments are:

/ 5 / 4 / 3 / 2 / 1 / 10
Reasonable and clear Unreasonable and Confused

16. My students treat me with:

/ 5 / 4 / 3 / 2 / 1 / 5
Respect Disrespect

17. I would rank myself, compared to other teachers, as:

/ 5 / 4 / 3 / 2 / 1 / 0
Outstanding Poor

Appendix G

Note: All 10 point weightings received 2 points per interval, all 5 points weightings receive 1.   Total Weighting = ________

Area III - Overall Statements

1. I believe that my singlemost strength is ____________________

____

____

2. I believe that my singlemost weakness is ____________________

____

____

3. I believe I can best improve my teaching by (Place an "X" by the statements you feel best describe your feelings.)

More concise instructional objectives ________
Greater individualization of student's programs ________
Gleater explanations ________
Greater individual student participation ________
Clearer goals ________
Clearer assignments ________
More teacher assistance to individual students ________
Greater use of interesting teaching ________
Greater use of multi-media materials ________
Better teacher preparation ________
Fairer grading practices ________
Greater concern for individual students ________
Better control of student behavior ________
Better teacher preparation of subject matter ________
Better teacher preparation of teaching techniques ________

Others (name):

______________________________ ________
______________________________ ________
______________________________ ________
______________________________ ________
______________________________ ________

4. I believe I could best be helped in improving my teaching by:

Taking a course in writing behavioral objectives ________
Taking a course in the use of media ________
Visiting other teachers who do an excellent job ________
Having my classroom lessons periodically video-taped and reviewed by myself and another teacher or chairman or other (name): ________

____
____
____
____
____

Appendix G
4

TEACHER YEARLY PERFORMANCE OBJECTIVES FORM

Name of Teacher ______________________ Date Form Completed ______________________

This form is to be completed in triplicate with two copies given to your Department Chairman and one copy retained by you. Department Chairman's copies should be presented by November 1st, yearly. Your statements will be reviewed at a chairman's conference as a part of the total evaluation procedure.

I expect to improve my teaching this year by accomplishing the following:

In area of subject area knowledge:

1. ____
____
2. ____
____

In the area of techniques of instruction:

1. ____
____
2. ____
____

In the area of individualizing instruction;

1. ____
____
2. ____
____

In the area of clarification of instructional objectives for myself and my students:

1. ____
____
2. ____
____

In the area of positive reinforcement of each student:

1. ____

____

2. ____

____

In the area of communication and cooperation with:

A. Fellow Teachers:

1. ____

____

2. ____

____

B. Building Administrators:

1. ____

____

2. ____

____

C. Students:

1. ____

____

2. ____

____

D. Parents:

1. ____

____

2. ____

____

E. Other School Employees (careteria, custodial, secretarial):

1. ____

____

2. ____

____

F. Teacher Aides:

1. ____

____

2. ____

____

G. District Level Participation in Future Planning:

1. ____

____

2. ____

____

In the area of other performance objectives (name):

1. ____

____

2. ____

____

Appendix H

Immediate Supervisor Evaluation Form

Name of Administrator ______________________ Date Form Completed ______________

Position ______________________

The following questionnaire format is of a YES-NO type asking whether a particular administrator performance did or did not occur. The supervisor should determine whether short-range departmental goals have been accomplished, whether the administrator's personal objectives have been met, whether his department is still working toward their long-range goals, and whether routine administrative duties have been performed satisfactorily.

The supervisor will furnish his subordinate with a copy of his evaluation at their conference to discuss the results of the evaluation.

DID THE ADMINISTRATOR:

YES	NO		
		I.	Management performance--departmental
____	____	1.	Develop in writing long-range goals for area of responsibility consistent with the mission of the school?
____	____	2.	Develop in writing short-range goals for his area of responsibility?
____	____	3.	Develop in writing organizational plans and procedures to attain goals set for department?
____	____	4.	Organize personnel to obtain goals set for department?
		II.	Management performance--personnel
____	____	1.	Develop in writing job descriptions for each staff position?
____	____	2.	Develop in writing job specifications?
____	____	3.	Make job assignments according to specifications?
____	____	4.	Require staff to develop written performance objectives for approval?
____	____	5.	Evaluate staff members each year and make firm recommendations?
____	____	6.	Arrange in-service experience for staff members?
		III.	Management performance--personal
____	____	1.	Establish priorities and allocate time according to these priorities?
____	____	2.	Develop written performance objectives stated in measureable outcomes?
____	____	3.	Submit plans in conference and in writing to supervisor?
____	____	4.	Submit plans in conference and in writing to staff?
____	____	5.	Seek support for plans?
____	____	6.	Demonstrate management ability?
____	____	7.	Develop (in writing) a program to keep up with the latest developments in his speciality?
		IV.	Responsibilities as a member of the college community
____	____	1.	Is punctual in attending scheduled meetings (office hours, appointments, faculty-staff meetings, etc.)?
____	____	2.	Properly and promptly performs routine administrative duties?

DID THE ADMINISTRATOR:

YES NO 3. Show evidence of professional growth by participating in activities such as:

____ Internal development workshops

____ Community college/professionally sponsored workshops

____ Conferences or seminars whenever possible

____ Courses of related study

____ Participation in local, state, and national orgaizations

____ Other approved activities

____ ____ 4. Accept management responsibilities (evaluation of management effectiveness and practices, instructional programs, staff, etc.)?

____ ____ 5. Accept divisional responsibilities (divisional committees, additional administrative duties when necessary, etc.)?

____ ____ 6. Serve on college-wide committees?

____ ____ 7. Participate in student advisory programs and/or sponsor or advise any student organization officially recognized by the institution?

Appendix I

ADMINISTRATOR SELF-EVALUATION FORM

______________________________ Name of Administrator

______________________________ Date Form Completed

______________________________ Position

The following questionnaire format is of a YES-NO type asking whether action did or did not occur. This form is identical to the supervisor's form and offers a direct comparison of what the administrator thinks he does to what his supervisor thinks he does.

On or before the beginning of each evaluation period, each administrator will submit a copy of his self-evaluation and any other relevant data (teacher evaluation, subordinate evaluation, etc.). This data and the observations by the supervisor will be the subject of a conference between the two prior to the end of each evaluation period.

DID I:

YES NO I. Management performance--departmental

____ ____ 1. Develop in writing long-range goals for area of responsibility consistent with the mission of the school?

____ ____ 2. Develop in writing short-range goals for my area of responsibility?

____ ____ 3. Develop in writing organizational plans and procedures to attain goals set for department?

____ ____ 4. Organize personnel to obtain goals set for department?

II. Management performance--personnel

____ ____ 1. Develop in writing job descriptions for each staff position?

____ ____ 2. Develop in writing job specifications?

____ ____ 3. Make job assignments according to specifications?

____ ____ 4. Require staff to develop written performance objectives for approval?

____ ____ 5. Evaluate staff members each year and make firm recommendations?

____ ____ 6. Arrange in-service experience for staff members?

III. Management performance--personal

____ ____ 1. Establish priorities and allocate time according to these priorities?

____ ____ 2. Develop written performance objectives stated in measureable outcomes?

____ ____ 3. Submit plans in conference and in writing to supervisor?

____ ____ 4. Submit plans in conference and in writing to staff?

____ ____ 5. Seek support for plans?

____ ____ 6. Demonstrate management ability?

____ ____ 7. Develop (in writing) a program to keep up with the latest developments in my speciality?

IV. Responsibilities as a member of the college community

____ ____ 1. Is punctual in attending scheduled meetings (office hours, appointments, faculty-staff meetings, etc.)?

____ ____ 2. Properly and promptly performs routine administrative duties?

DID THE ADMINISTRATOR:

YES NO 3. Show evidence of professional growth by participating in activities such as:

____ Internal development workshops

____ Community college/professionally sponsored workshops

____ Conferences or seminars whenever possible

____ Courses of related study

____ Participation in local, state, and national orgaizations

____ Other approved activities

____ ____ 4. Accept management responsibilities (evaluation of management effectiveness and practices, instructional programs, staff, etc.)?

____ ____ 5. Accept divisional responsibilities (divisional committees, additional administrative duties when necessary, etc.)?

____ ____ 6. Serve on college-wide committees?

____ ____ 7. Participate in student advisory programs and/or sponsor or advise any student organization officially recognized by the institution?

Appendix J

STAFF EVALUATION FORM

____________________________________ ____________________

Name of Supervisor Date Form Completed

____

Position

The following questionnaire format is of a YES-NO type asking for your opinion on the following questions.

Do not sign your name, and please be fair and honest in your responses.

After completing this questionnaire, seal it in an envelope and put it in your supervisor's mailbox.

YES NO

___ ___ 1. Do you find talking with your supervisor a positive experience?

___ ___ 2. Is your supervisor easy to get along with?

___ ___ 3. Does your supervisor welcome your suggestions?

___ ___ 4. Is your supervisor as willing to compliment you for good work as he is to find fault with your mistakes?

___ ___ 5. When you make a mistake, does your supervisor - in a constructive way - discuss it with you?

___ ___ 6. Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?

___ ___ 7. When you talk with your supervisor do you feel that an honest exchange of ideas is possible?

___ ___ 8. When your supervisor gives instructions to you, do they seem sound?

___ ___ 9. When your supervisor gives you instructions, are they clearly stated?

___ ___ 10. When you are dealing with your supervisor on a problem, does he have the ability to ask questions which get at the heart of the matter?

___ ___ 11. Does your supervisor usually let you know how you are doing?

___ ___ 12. When you complain about something to your supervisor, does he listen and discuss the matter in a fair, logical way?

___ ___ 13. When you want to see your supervisor, is he available?

___ ___ 14. Can you depend on your supervisor to keep his commitments?

___ ___ 15. Is your supervisor decisive?

___ ___ 16. Does your supervisor generally inform you in advance of impending changes that affect you?

___ ___ 17. Does your supervisor admit it when he is wrong?

___ ___ 18. Does your supervisor serve as a resource of current practices and trends in his area of expertise?

___ ___ 19. Does your supervisor allow you an opportunity to participate in staff meetings?

___ ___ 20. Does your supervisor encourage a full range of opinions at staff meetings?

YES NO

____ ____21. Are your supervisor's meetings informative?

____ ____22. Is the agenda for staff meetings wisely selected?

____ ____23. Does your supervisor encourage your initiative in innovation?

____ ____24. When innovation is attempted, does your supervisor help you to assess the project?

____ ____25. Does your supervisor encourage you to assist in the evaluation of on-going projects?

____ ____26. Does your supervisor assist you in solving difficulties with interpersonal relationships?

Appendix K

Other Administrator/Teacher Evaluation Form

____ ____________________

Name of Administrator Date Form Completed

____

Position

This questionnaire format is of a YES-NO type asking the teacher for his opinion on each of the following questions. The purpose of this evaluation is to provide the administrator with information about how others see him. This information should be used by the administrator to enhance his own personal and professional growth.

Do not sign your name, and please be fair and honest in your responses.

After completing this questionnaire, seal it in an envelope and put it in the administrator's mailbox.

YES NO

____ ____ 1. Is the administrator's appearance neat and appropriate?

____ ____ 2. Does the administrator speak clearly?

____ ____ 3. Does the administrator use correct English?

____ ____ 4. Is the administrator able to meet frustration without becoming hostile toward teachers, administrators, and others?

____ ____ 5. Does the administrator show a respect and concern for others?

____ ____ 6. Is the administrator open-minded, happy in his outlook on life?

____ ____ 7. Is the administrator able to work effectively with others?

____ ____ 8. Is the administrator's office neat and attractive?

____ ____ 9. Does the administrator's office have a congenial and friendly atmosphere?

____ ____10. Does the administrator communicate pertinent information to teachers and students?

____ ____11. Is the administrator receptive to new ideas?

____ ____12. Is the administrator willing to accept advice and suggestions from others?

____ ____13. Is the administrator enthusiastic about his work?

____ ____14. Does the administrator ever ridicule or otherwise embarrass anyone publically?

____ ____15. Do you find talking with this administrator a positive experience?

____ ____16. Is the administrator's behavior ethical and professional?

____ ____17. Does the administrator appear to be well organized?

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